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SIXTEENTH  
ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

TOGETHER WITH THE

SIXTEENTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

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BOSTON:  
WHITE & POTTER, PRINTERS TO THE STATE.  
1853.

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1851-52

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# SIXTEENTH ANNUAL REPORT

## OF THE

### BOARD OF EDUCATION.

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THE Board of Education respectfully submit to the Legislature their Sixteenth Annual Report.

By the Act of 1837, c. 241, this Report is required to contain a detailed statement of the doings of the Board, with such observations as their experience and reflection may suggest upon the condition and efficiency of our popular system of education, and the most practicable means of improving and extending it.

Aside from the labors of its Secretary, the means of *improving* and *extending* our public system of education, now under the control of the Board, are the Normal Schools, Teachers' Institutes, and the system of Agencies authorized by the Act of April 24th, 1851.

The Normal Schools have been visited during the past year by the Secretary of the Board, and by the usual committees appointed for that purpose, and the Board are gratified in being able to speak of their prosperous state, and in bearing testimony to the skill and faithfulness of those employed in their instruction.

For a more detailed account of these schools respectively, the Legislature is referred to reports of special committees upon them appended hereto.

By an Act approved May 13th, 1852, the sum of \$6,000 was placed at the disposal of the Board of Education, "to defray the expenses of providing a more commodious site and building, and the necessary appurtenances and apparatus for the accommodation of the State Normal School now established at West Newton;" and the Board were directed to receive propositions

from towns or individuals in aid of these objects, and afterwards to make such selection as would, in their opinion, best subserve the interests and accommodate the wants of said school.' The time for receiving such propositions was limited to six months from the passage of the Act.

This subject the Board have repeatedly had before them, and after careful deliberation they have selected Framingham as the place for the school. This they did in connection with a recommendation which will be found in a subsequent part of this Report.

At the opening of the year the Board had in their employ as Agents, the Hon. Charles W. Upham of Salem, and Mr. Daniel Leach of Roxbury. The sphere assigned to Mr. Upham was to hold general meetings for the purpose of communicating information and awakening interest on the subject of common school education, while Mr. Leach was to visit the schools, to hold meetings of the teachers, to make suggestions to them respecting the art of teaching and conducting their schools, and also to make suggestions to committees and others respecting the structure of school-houses, the union of districts, the classification of scholars, or any other point on which a man of large experience as a teacher, and of sound judgment, could give aid. Mr. Upham pursued his agency with distinguished ability and success till March, when he resigned, and no successor has been appointed. Mr. Leach has continued his labors during the year, and the Board have reason to believe that they have been of much practical benefit. The general results of these agencies has been such that the Board recommend the continuance of the appropriation to sustain them.

From the income of the Todd Fund the Board have appropriated, during the past year, the sum of \$350 to procure for each of the Normal Schools two courses of instruction. One was by Prof. Guyot on Physical Geography, and the other by Mr. Whitaker on Drawing. The names of these gentlemen are a sufficient guarantee of the ability and usefulness of these courses.

At the meeting of the Board in May, a communication was received from T. P. Cushing, Esq., accompanying a present of a beautiful bust of the late Henry Todd by the sculptor Ives, of Florence: whereupon it was voted that the thanks of the Board



be tendered to Mr. Cushing by the Secretary, and that the letter be printed in connection with the next Annual Report. The letter will be found appended.

At the meeting in May, a petition was presented from students in the Normal School at Westfield, that a longer and more thorough course of instruction might be provided for in the Normal Schools; and in specifying the studies which they would wish to pursue, they enumerate the most of those which are taught in our colleges.

During the present meeting, a petition has been presented from the county of Berkshire, requesting the Board to use their influence with the Legislature to have a Normal School established in that county. This petition is numerously signed, and is enforced by weighty considerations.

The action of the Board on these two petitions, the one asking an enlargement in the course of instruction in the Normal Schools, the other an increase in their number, requires careful consideration, as involving principles that must affect the whole educational policy of the State.

The object hitherto has been to enlarge and perfect and vitalize our system of Common School Education. To effect this, it was necessary to do some things, which, having once been done, would, it might be hoped, be in some good degree permanent. An intelligent interest once awakened among the people, school-houses once rightly arranged, ventilated, furnished and ornamented, the scholars once properly classified, the right method of teaching, including the order of the studies, being once generally understood, we might hope would perpetuate themselves with comparatively little care. But important as these are, they will accomplish nothing without competent teachers. These are the indispensable element and central power in all systems of teaching. If the teachers be incompetent or unfaithful, the work will not be done, whatever the system or the facilities may be, while competent, energetic, devoted teachers will reach the mind and do the work under a thousand disadvantages. To provide a succession of such teachers has been felt to be, and is, the grand point to which the care of the State and the vigilance of committees should be directed, and to do this, will require constant care and a permanent system. This is the

chief purpose of Normal Schools, and of State Institutes, and the practical inquiry is, how such teachers may be best provided.

To an accomplished teacher three things seem to be necessary.

The first is, that he should know that which he is to teach. This is self-evident. His knowledge must be thorough, clear, systematized.

The second thing necessary is, that he should know how to teach what he knows. This will include the whole art of expression and of impression; it will include method in the communication of each single study, and in the arrangement of the whole.

The third thing required is, that general knowledge which will enable the teacher to stand above his subject, and survey it in its relations to others, and furnish wealth of illustration, and give weight of character. As there are intimate relations between all the departments of knowledge, no teacher can know too much, if he knows it as he ought.

Of these three qualifications it is the immediate object of every school to give the first. It is the specific business of the common school, of the high school, of the college, to cause the learner really to know and understand what they profess to teach, and if they do not do that, they need to be reformed.

The second qualification of the teacher it is the specific business of the Normal School to give. This is the original and distinctive idea of a Normal School. As distinguished from other schools, its object is to teach how to teach. This will include, not only methods of instruction, but every thing relating to the management of a school. Its proper object is, as has been said, the same as that of the Institutes.

The third qualification of an accomplished teacher can be acquired only by the labor of years, and there will always be in it room for improvement. If teaching can be elevated to the rank of a profession, the acquisition of this, with the abundant facilities now in the community, may be safely left to individual enterprise and desire of improvement.

It is only the second of these qualifications that is professional, and the theoretical question would be, how many strictly professional schools would be needed.

If the Normal Schools have not hitherto been strictly

professional in their character, it has been owing to necessity. When they commenced they were an experiment, and were obliged to prepare teachers from such material as could be had. But it was found that the teaching generally had been so superficial and inadequate, that it was necessary to begin with a thorough and protracted course of elementary instruction before the proper work of the Normal School could be commenced, and up to the present time a much larger portion of this kind of teaching than is desirable has been found necessary.

That the Board have been aware of this state of things, and have wished to obviate it, will be seen by a reference to the last two Reports of their Secretary. It is their desire to give to these schools to the full extent, and, as soon as possible, their distinctive character. If this could be done, the time required to be spent in them would be less than otherwise.

Still, practically, it cannot be expected that the common school and the high school should ever afford that perfect elementary drilling which can be commanded by the State, and some teaching of this kind will always be needed. When it is considered further, that the system of Normal Schools has been in operation twelve years, and that there are still hundreds of towns in the State in which a teacher from one of them has never taught, when it is considered that the number who can be taught in any one school to the best advantage is not very great, and also, as experience has shown, that a new interest is awakened, and an increased number of pupils secured by the proximity within moderate limits of such a school, the Board are led to the conclusion that the interests of our common schools could in no way be so rapidly advanced by an equal expenditure, as by establishing two additional Normal Schools. Of these, the Board would recommend that one should be in the county of Berkshire, and the other in the county of Essex. The reason for designating these two counties will be seen by referring to their position in connection with the location of the present Normal Schools.

So of the other question. When the Normal Schools were commenced, the object was to provide competent teachers for the common schools; but, as the system has expanded, high schools have been multiplied, and a demand has arisen for teachers of a higher grade, and it is this demand, together with a laudable

desire for self-improvement that has called forth the petition for more enlarged courses of instruction in the Normal Schools.

The studies which these persons desire to pursue are those taught in the high schools and colleges. If these are what they should be, those studies can be as well learned in them as in Normal Schools, and if the Board were to establish a greatly extended course at these schools, it would obviously be a still wider departure from their original design, and would be placing them more in competition with institutions already established. That the State should do something to provide for a higher grade of teachers than those needed in our common schools, the Board fully believe, and they would suggest that this might probably be done at less expense to the State, and with important incidental advantages, if a system of instruction in didactics were connected with our colleges. It is known that large numbers of college students teach during a portion of the year. These could avail themselves of the advantages of the course, and those who should be there simply for the purpose of preparing themselves to become teachers would have advantages not otherwise accessible from lectures and libraries and cabinets.

These suggestions are made in obedience to the Resolve by which the Board was constituted. They have no wish to forestall public opinion, or to press any measure in opposition to that. The State is engaged in a great work, which is still, in fact, an experiment, and which partakes largely of that complication which belongs to all social problems. They are encouraged by past success, but they wish to establish nothing permanently which has not been fully discussed and understood by the people, and which will not bear the test of experience.

HENRY W. CUSHMAN.

S. C. PHILLIPS.

THOS. KINNICUTT.

EMERSON DAVIS.

GEORGE B. EMERSON.

MARK HOPKINS.

EDWARD OTHEMAN.

ISAAC DAVIS.

ALEX. H. VINTON.

*Westfield State Normal School. Visitors' Report.*

There have been no material changes in the school since our last report. The number of pupils the last year has been larger than it was the preceding.

First term, total 61, of whom 17 were males, 44 females.

Second " " 79, " 20 " 59 "

Third " " 51, " 10 " 41 "

These were from the following counties :

	20	1st term,	25	2d term,	25	3d term.
Hampden,	11	"	9	"	7	"
Berkshire,	8	"	14	"	7	"
Worcester,	9	"	9	"	2	"
Hampshire,	5	"	10	"	4	"
Franklin,	3	"	4	"	2	"
Essex,	0	"	3	"	1	"
Middlesex,	1	"	2	"	0	"
Plymouth,	0	"	1	"	0	"
Norfolk,	4	"	2	"	3	"
Other States,						

Of those from other states two were from Connecticut, and one from each of the following: New Hampshire, Maine, Rhode Island, New York, Ohio.

The number of admissions during the year has been 64, and the average attendance for each term has been 64.

The average age of the males has been 23 years, and of females 20 years. About 60 per cent. of the pupils had taught more or less previous to their admission.

The principal is assisted by Mr. John W. Dickinson, a graduate of Williams College, and Miss Jane Avery.

The instruction is thorough, and the best scholars attend more than the three terms required.

The failures of those who attend the school to teach, so far as we are able to learn, are only about 5 per cent., and these are prevented by sickness or unavoidable circumstances.

The school needs a considerable addition to its library, which is now small and meagre. Some books to which its pupils can refer for information on the subjects that come before them, would be of great service.

M. HOPKINS.

E. DAVIS.

WESTFIELD, December 13, 1852.

---

*Report of the Visitors of the State Normal School at West  
Newton.*

The whole number of pupils connected with this school during the past year is 155. There have been two examinations for admission, one in May, and one in September. At the former 60 pupils were admitted, and 8 rejected. At the latter, 37 were received, on the usual conditions, 6 on special probation, and 10 were rejected;—making a total of 103 pupils received into the school during the year.

The number in the class graduating at the close of the term in April was 25, and in that which left in December, 41. The number in the advanced class which left in July, was 6, making an aggregate of 71 young ladies who have left the school during the year, to enter upon the duties of teachers. The class which left in December is the largest which ever graduated at this institution.

The number of towns in the State represented in the school at the close of the year, is 32, and the number of counties 9. Of these Suffolk sent 30 pupils, Middlesex 39, Norfolk 9, Worcester 8, Essex 6, Nantucket 1, Barnstable 1, Plymouth 1, and Hampshire 1. Sixteen pupils belonged to other States.

The usual diversity of occupations was represented in the school. There were 2 children of shoemakers, 2 of government officers, 2 of tailors, 2 of cashiers of banks, 2 of provision dealers, 2 of masters of vessels, 3 of stone masons, 3 of painters, 3 of clerks, 3 of physicians, 4 of manufacturers, 6 of carpenters, 7 of clergymen, 8 of mechanics, 20 of merchants, 20 of farmers; and 18 other occupations had 1 each.

The average age of the senior class at their admission was 18 $\frac{1}{4}$

years; of the junior class  $18\frac{2}{3}$  years. The average age of the whole school at the close of the autumn term was  $19\frac{3}{5}$  years.

The model department connected with the institution remains substantially as at the date of the last report, and continues in the opinion of the visitors to contribute its full share of the advantages possessed by this school for the preparation of teachers, inasmuch as it gives the pupils the opportunity of practicing the art, while learning the theory of teaching. The whole number of scholars in the model grammar school is 116, of an average age of  $14\frac{2}{5}$  years; and in the primary school, 84, of an average age of  $7\frac{1}{4}$  years.

Of the character and condition of this school, the visitors feel justified in speaking in terms of high commendation. It has, in their opinion, made progressive improvement from year to year. The principal and his assistants have taken increased pains in the discharge of their duty, and each year of effort has added to their stock of experience and ability to aid them in the labor of the succeeding, until they have been able to give to the school a character of a very high order. The visitors feel very willing to present this school to the public as a specimen of what can reasonably be expected to be accomplished by a female Normal School, composed of pupils of the average age of those of this school, in thoroughness of instruction, and in fulness of preparation for the discharge of the duties of teachers. They do not, of course, wish to be understood as intimating that all the young ladies of the graduating classes will be found to be equally qualified for teaching. Among seventy-one young ladies there will be a great variety of native talent, of temperament, of application, and of physical health, which will greatly effect the result of a course of instruction in the different individuals. But the visitors will be greatly disappointed if, upon thorough trial, these young ladies generally do not prove themselves to be very much better and more successful teachers than an equal number of other female teachers prepared at any other than a Normal School.

In September last, Miss Whittemore, one of the assistant teachers, resigned her office. It is due to her, that we should state in this report that she has fulfilled the highest expectations of the visitors, having proved herself to be an able, skilful and devoted teacher. She left the school with the regrets and the esteem of

her pupils, her associate teachers, and the Board of Visitors. Miss Mary E. Bridge, a graduate of the school, has been appointed to fill the vacancy.

All which is respectfully submitted,

By order of the Visitors,

THOS. KINNICUTT, *Chairman.*

---

Boston, 8th May, 1852.

*Rev. Barnas Sears, D. D., Secretary of the Board of Education :*

DEAR SIR:—By his last will, the late Henry Todd, having been a liberal donor in behalf of the cause of education through the Normal Schools, his Excellency, Governor Boutwell, intimated to me that a bust of him, to be placed in the State Library, would be acceptable to the Board of Education. In pursuance of that intimation, I herewith present such a bust, an excellent and truthful likeness, with a request that the Board will make any disposition of it that they may deem the most appropriate.

As Mr. Todd never resided for any length of time in his native town, after he had reached manhood, he was comparatively little known in this community, and I beg leave, therefore, to note some of the incidents of his life, and to make a few remarks upon his character.

HENRY TODD was born in Boston, November 1st, 1786, and was the son of William Todd, a most respectable gentleman of that time. He received his education in the public schools of the town, where he gained the particular friendship of his instructors, made rapid progress in his studies, and reached the acme of his young ambition, by becoming one of the "*Medal Scholars.*" At a suitable age he was apprenticed to one of the largest importing firms of the day, and so faithfully and so intelligently did he acquit himself in all situations, and in the performance of every duty, that when he attained his majority, his masters proposed to him to go to Europe, to have under his control their whole foreign business—their funds—their credit—and all their various interests. He accepted their propositions, and continued his connection with Messrs. Gore, Miller & Parker,



to their entire and perfect satisfaction, till after the peace of 1815, when those gentlemen dissolved their firm, and retired altogether from the importing trade. He then formed a connection with a house in Philadelphia, which continued till 1822. He subsequently became a partner in an extensive importing establishment in New York, in which he remained till 1833. Owing to many circumstances beyond his control, his business thus far had not been successful, and he had accumulated—nothing. In 1834 he entered as a partner into one of the largest and most respectable commission houses in Great Britain. Here, in seven years, he found himself possessed of a property ample enough to enable him to gratify his tastes, and all his rational desires, and he bade adieu to the cares and the labors of an active merchant's life. From 1841 to 1848 he travelled much, both in the United States and in Europe. In the *former*, he visited nearly every State in the Union. He penetrated to the "far West"—he admired the enterprise and the indomitable, persevering energy with which the Anglo Saxons overcame all obstacles, and converted the dark forests—the growth of unknown centuries—filled with the wild sons of the woods—into well cultivated, fruitful farms, occupied by a civilized, intelligent and happy population—an example, important and beautiful for all the other races of mankind. In the *latter*, he made tours in all directions, which brought under his observation such objects as are most worthy of a sensible and thinking traveller's attention. He studied men, as well as things, and no one was better acquainted than he, with the talents, the influences, and the peculiar characteristics of the leading men of the age, whether of the United States, or of the Eastern Continent. Mr. Todd, in the last years of his life, was troubled with a cough, though by no means of a threatening, or of a serious nature; but in travelling through Greece to Constantinople, and thence to Vienna, by way of Venice, and through the Tyrol, the weather was inclement, and he was much exposed to it. He took a series of colds, by which his cough was aggravated, and a confirmed bronchitis ensued, which eventually proved fatal. He returned to America, but his health and his strength were gone. He survived a few months, but he gradually sunk under his disease, till death came to his relief. He breathed his last in the evening of the 2d of March, 1849, in

the city of New York, leaving many strongly attached and deeply mourning friends to lament his loss.

Mr. Todd was remarkable for industrious habits, uncompromising integrity, liberal feelings, and a sound judgment, combined with a delicate, yet a sportive imagination. The former insured to him the respect and confidence, and the latter, the delight of his numerous friends. By nature he was endowed with a superior mind, which he cultivated with assiduity and success. He never *lost* an hour. He was an uncommonly "well-read" man. He was a good belles-lettres scholar, and he had a refined taste in literature generally. To subjects connected with the "Fine Arts" he had devoted much time and attention, and in that department of civilization—especially of paintings and of statuary—of their merits and of their demerits, of their beauties and of their defects—his opinions were highly respected, if not considered as conclusive.

In Mr. Todd's travels, he was strongly impressed with the great *truth*—which his observation everywhere confirmed—that of all the races which inhabit the earth, there was not one so industrious, so sober, so enterprising, so intelligent, and in every respect so effective—and which exercised such a preponderating influence, in proportion to its numbers, as that which occupied the bleak and sterile rock-bound borders of New England. What was the cause of this phenomenon, so important, under every consideration? Reflection told him that it was our system of Universal Education, which banished ignorance from the land, and raised up men and women who could not only read, write and cipher, but whose minds were trained to think, to reason, and to develop plans for the elevation of themselves and their families in the ranks of humanity.

Having established this important fact, to the satisfaction of his own judgment, he, with the feelings of a true patriot, sought for the means of improving the common schools, and rendering them more efficient and still more useful, the effect of which would be to diffuse through the masses a greater amount of useful knowledge. "Knowledge is Power," said Lord Bacon,—therefore, the more knowledge a people possess, the more powerful will they become, as compared with, and as brought into competition with, *other* people. What means, then, should be adopted to secure this desirable improvement in education, in Massachu-

setts? Instructors can never teach more than they themselves know. The *way*, therefore, is clear. If the pupils are to be well and thoroughly taught, their teachers must be taught more *highly*—their knowledge must be increased, and their qualifications enlarged, improved and elevated.

The great, the important conclusions to which Mr. Todd arrived by such reflections, were according to his reasonings, the elements of a fixed principle, which he was rejoiced to learn had already been adopted, and permanently established by our Legislature, when it instituted the Normal Schools. These institutions realized the grand desideratum for which he had so long and so fervently hoped. He doubted not, but their influence through all coming time would be greater for good than the present generation could now anticipate, any more than a man of the past generation could foresee the immense progress which has been made in the arts and sciences within a few years, the stupendous results of which are every day displayed before us.

With these views, Mr. Todd, in the disposition of his estate, after making adequate provision for his family connections, bequeathing \$5,000 to the Massachusetts General Hospital for free beds for the poor—\$3,000 to the Boston Farm School for indigent boys—and \$2,000 to the Children's Friend Society—gave all the rest of his property to the "Massachusetts Board of Education"—the *Income* of which to be applied forever "*in aid of the Normal Schools*;"—not to reduce the appropriations of the government, but rather to stimulate the rulers of this Commonwealth to a greater liberality in fostering and in increasing those truly admirable seminaries.

With the highest respect I remain,

Yours truly,

THOS. P. CUSHING, *Executor*.



## To Sundry Payments for Normal School at BRIDGEWATER—

Jan. 7,	Salary of N. Tillinghast, Principal, -	375 00	
	1st Assistant, -	175 00	
	2d Assistant, -	100 00	
	Mr. Gay's Bill, setting out trees, -	34 00	
	Bill for Letters and Freight, -	23 40	
	H. Snell's Bill, Gravel, &c., -	12 50	
	J. W. D. Hall, Printing, -	4 00	723 90
April 3,	Salary of N. Tillinghast, Principal, -	375 00	
	1st Assistant, -	175 00	
	2d Assistant, -	100 00	
	George W. Pratt's Bill, teaching Music, -	85 12	
Aug. 10,	Salary of Principal, due June 30th, -	375 00	735 12
	1st Assistant, -	175 00	
	2d Assistant, -	100 00	
	Rev. E. Gay's Bill, setting out trees, &c., -	119 42	
Oct. 6,	Salary of Principal, due September 30th, -	375 00	794 42
	1st Assistant, -	175 00	
	2d Assistant, -	100 00	
	Willard W. Forbe's Bill, Repairs, -	85 98	769 98
	George W. Pratt, Teaching Music, and Books, -	92 87	92 87
			3,107 29
Jan. 10,	To Sundry general payments for Normal Schools—		
Nov. 22,	George B. Emerson's Bill for Maps, -	25 00	
Aug. 2,	Barnes Sears's Bill for 3 sets Sydnor's Outline Physical	36 45	
Sep. 8,	Maps, and J. S. Bancroft's Bill for Atlas, -	13 50	
Nov. 20,	Worthington, Flanders & Co.'s Bill, Advertising, -	13 50	
	Nathan Hale's Bill Advertising, -	10 00	
	Henry Emis's Bill, Lectures on Chemistry, -	66 66	
Dec. 15,	To this sum, bring the balance due the Todd Fund Account	165 11	
	in J. T. Stevenson's Account, as Treasurer, transfer-		
	red to the credit of that Account, as this day rendered,	189 88	
			\$8,600 34

E. E. December 15, 1852.

THOMAS KINNICUTT, Treasurer.

The above Account has been examined, and is found to be correctly stated, and properly vouched.

EMERSON DAVIS, In behalf of Committee on Accounts.

Boston, December 16, 1852.

8 A 10.246

1852. Feb. 5,	To J. Chickering's Bill for Piano for Westfield Normal School, - - - -	1851. Jan. 1,	By Amount of interest of said Fund received of the Treasurer of Commonwealth, \$269 94
June 22,	Barnes Sears's Bill for Bauerkeller's Embossed Maps, for the State Normal Schools, - - - -	Dec. 3,	Amount of interest of Fund received of Treasurer of Commonwealth, - - 439 50
July 12,	W. J. Whitaker's Bill for teaching Drawing at the West Newton and Bridgewater Normal Schools, - - - -	" 15,	Amount transferred this day, from general Account of Treasurer of Board of Education to the credit of this Account; it being the balance due the Todd Fund Account, in J. T. Stevenson's last Account, as Treasurer of the Board of Education - - 189 88
Sept. 24,	W. J. Whitaker's Bill for teaching Drawing at the Westfield Normal School, - - - -		
Dec. 15,	Balance in hands of Treasurer, - - - -		
			\$899 32

E. E. December, 15, 1852.

THOMAS KINNICUTT, Treasurer.

The above Account has been examined, and is found to be correctly stated, and properly vouched.

EMERSON DAVIS, In behalf of Committee on Accounts.

Boston, December 16, 1852.

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SIXTEENTH ANNUAL REPORT  
OF THE  
SECRETARY  
OF THE  
BOARD OF EDUCATION.

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## TO THE BOARD OF EDUCATION,—

GENTLEMEN :—

Another year has elapsed, summoning us to review our course, ascertain our present condition, and lay new plans for the future. The general aspect of things, as seen from this point of view, is a cheerful one. During the past year a more enlightened policy has wrought many salutary changes in the management of the public schools. It would be unjust to the many distinguished individuals who have thrown the whole weight of their power and influence into the scale of progress, and to the masses of the people who have enthusiastically gathered round them as their chosen leaders, not to make public acknowledgment that they have unitedly undertaken, beyond all former example, to give effect to our system of universal popular education. They may not, in all instances, select with equal skill the means best adapted to accomplish their object, but they manifest a very general desire to know what improvements are practicable, and great promptitude in adopting suggestions made by those who are particularly conversant with the subject. Indeed, it may be doubted whether, in any other State, either in the old world or in the new, a greater proportion of citizens can be found, ready to second every judicious effort to improve and perfect their system of education. That the schools of the Commonwealth do not yet realize all our fondest wishes, is to be attributed not so much to any unfriendly feeling among the people, as to those numerous embarrassments which are incident to all attempts to change old customs. The popular voice, expressed in lawful assembly, as in our annual town meetings, is generally loud against any changes, the utility of which is not clearly demonstrated. It will sooner withhold its assent from a newly propounded scheme till its practicability and value are doubly proved, than adopt it when the least room for doubt remains.

In a subject of so wide a scope as that of education, there are many debatable points which must undergo strict scrutiny before any new measures can be carried with unanimity, emanating, as they must, from the free and spontaneous action of the people. It is therefore to be expected that, in a matter so complicated as our legal system of public schools, improvements in the administration of it, depending on the voluntary agency of the people, should be gradual. It is to a subject of this nature, agitated now all over the Commonwealth, that I wish to call attention in the present report. I mean what is commonly called *The District System of Schools*.

My object will be to point out some of the inconveniences and evils resulting from this system. One or two general observations may first be made.

Great changes have taken place in the condition and circumstances of the people of this Commonwealth since the passage of the law authorizing the establishment of school districts. The very same arrangements which were convenient then, are extremely inconvenient now. If such a system had not come down to us as an established usage, no one conversant with the subject of education would, for a moment, think of recommending it at this day. It derives the respect it now enjoys from the veneration which we cherish for our fathers, who rarely erred in practical matters. The argument for abolishing the districts does not rest on the position that the founders of our present system committed a mistake, but upon a radical and almost universal change, since their day, in the condition of the people. In 1789, when the law for establishing districts was passed, the pursuits of the people which, in the inland towns, were mostly agricultural, favored a comparatively equable distribution of the population, which was then generally sparse. As there was no liability to great or rapid changes in this respect, it was deemed expedient to divide the area of the towns having this wide-spread, but small population, into districts, with power to appoint committees residing in them. The whole business of common school education was then so simple as to require but little supervision; and the schools were so few in number, and so remote from each other, that they could be most easily managed by local committees. From the preamble of that law we learn that such were the reasons for its enact-

ment.\* In all these respects an entire change has taken place. The population of the towns has increased in a manner unprecedented in the history of the Commonwealth. Districts have been multiplied, and brought into near vicinity with each other. Manufactures have brought hives of human beings together, within very narrow limits, while numerous railroads are dotting the tracts of country through which they pass with countless villages. If, as is highly probable, these circumstances shall sooner or later have the effect to render the districts obsolete, it would be the part of prudent forecast, not only to foresee the result, but to prevent the erection of the new school-houses required by an increase of population, in localities where, under an improved system, none will be needed. It becomes the districted towns early to take this subject into consideration, before the districts shall strike their roots more deeply into the ground by means of costly buildings adapted to use, only so long as the present arrangement of the schools shall continue.

It should be remarked, also, that the present state of the population is more favorable to an improved system of schools than that of former times. None but the common district schools could well exist when there were but few towns of dense population. Schools of different grades could not be established, on account of the great distances it would be necessary for children to walk, if the districts should be made large enough to comprise different classes of schools. Consequently there was formerly but one class of public schools; and all the education rising above the level of the common district school, was to be sought in private academies at an expense that excluded the children of the poor. Such a limitation of the means of education is entirely at variance with the spirit of the present age. According to the views now generally entertained, the means of a solid, practical education ought to be placed within the reach of all, at the public expense. There is not one argument in favor of a system of free schools which does not apply, in all its force, to a graduated

\* "And whereas by means of the dispersed situation of the inhabitants of several towns and districts in this Commonwealth, the children and youth cannot be collected in any one place for their instruction, and it has thence become expedient that the towns and districts in the circumstances aforesaid should be divided into separate districts for the purpose aforesaid, Be it therefore enacted." Ch. 19, Sec. 1, 1789.

system of instruction, from the primary school to the grammar school, and where it is practicable, to the high school, embracing as complete a course of English education as was formerly given in the majority of private schools and academies. Public provision for this amount of education is as necessary for the security, order and prosperity of society, contemplated in the establishment of free schools, as that provided for the alphabet schools. Nothing short of a thorough and substantial elementary education, at the same time disciplining the mind, and giving it the keys of practical knowledge, with a corresponding moral training, will serve to form the character and tastes of the young so as to fit them for their future stations as citizens of a free republic.

My first argument, therefore, for dispensing with districts is, that the schools ordinarily maintained by them are no longer capable of giving the education required by the character of the times. In the Thirteenth Annual Report, I have attempted to show that the selection of teachers by Prudential Committees, which have no legal existence where the towns are not districted, is a most unfortunate practice; and that, as long as this practice prevails, there is no prospect of any great improvement in the quality of the teachers employed. Such committees are not generally familiar with the present modes of education, and will not be likely to exercise care in selecting only those persons who are qualified for the office, nor to encourage and excite teachers in their employ to resort to such means of improvement as are within their reach. That the majority of teachers employed by Prudential Committees are of too low a grade is generally believed; and that they are not suitably encouraged by their employers, to attend Teachers' Associations, or Teachers' Institutes, is shown by the testimony of the teachers themselves. The common practice of these committees is to procure new teachers twice a year, thus rendering a uniform progressive system of instruction and discipline impossible; to make a conditional engagement with a person before his qualifications are known, and to leave to the examining committee no choice between different applicants, but to put them under the necessity of approving or rejecting the only candidate in view, and that under circumstances of delicacy and embarrassment which often

constrain them to confirm an appointment which they would never have made. Thus a class of teachers is perpetuated in the schools which the more enlightened part of the community regard as unworthy of their high trust.

In the Fourteenth Report, I have endeavored to show how difficult it is, even for a good teacher, to give a thorough and systematic course of instruction in a school made up of scholars of every diversity of age and attainment. In a mixed district school, the classification of the pupils is necessarily imperfect, and the number of classes must be altogether too great for thorough instruction by one teacher. During the past year, teachers have been found in some of our public schools having at the rate of thirty-six recitations a day. In graduated schools, a few large classes may be formed, to pursue all their studies together, and the teacher, having no others under his charge, will have a much greater amount of time for each. But where nothing of this simplicity and order exists, and teachers are changed, or are liable to be changed every term, the best methods of instruction are of but little avail; for they could not be successfully introduced, even if a good teacher were employed. There is not time enough in the daily exercises for thoroughly teaching each class, nor is the ordinary term of service long enough to lay the foundations of knowledge, and to rear a fabric which shall prove the hand of a master. The teacher, feeling compelled to win a reputation, and secure the good opinion of his employers before the term expires, or is even far advanced, seeks to create a sensation, and adopts methods which the character and organization of the school will best allow, and which, at the same time, will make the speediest show of progress. Only in this way can he hope to be reappointed, or to be recommended to another school. Thus the district system tends to check that improvement in modes of teaching which it is the object of the State to promote.

Let it not be supposed that these evils, resulting from the district organization, can be remedied by grading the schools of the several districts. There are but few districts that admit of different grades of schools. Large and compact districts are usually divided into two, after which they cannot be associated together for the classification of their schools. A district may be

too large for one school and not large enough for two. Two adjoining districts may both be in this condition, and yet the line which divides them will effectually prevent any mutual arrangement for the accommodation of both. It is an iron system that admits of no yielding to circumstances, whereas its opposite is like vulcanized india rubber, which may adjust itself to ever varying circumstances by contraction or expansion. If the impassable boundaries of districts did not preclude the enlargement or curtailment of the schools of a town, it would be easy, in most cases, to organize them in such a manner as to equalize the number of children in each school, and to distribute them according to their ages and attainments. But now it is exactly as if a tailor, instead of having whole pieces of cloth from which to cut his garments, had nothing but remnants, sometimes too large, and sometimes too small, and rarely or never exactly fitted to his purpose. Suppose the different wards of our cities were to constitute so many school districts, each having its own schools, is it not evident that more schools and more school-houses would be necessary than upon the present plan? There would be a liability in each ward to have a remnant for which no provision could be made without over-crowding the schools, or establishing smaller ones at a disproportionate expense. In the rural towns, it often happens that parts of three or four districts need to be taken off and united to form one new school. All such changes in districted towns are effected only after long delays and with infinite trouble; and even then they are not accommodated to graded schools, as they result in simply adding one to the number of the same kind of districts. If the districts were abolished, the school committee could, from time to time, according to circumstances, unite small schools and divide large ones, and adapt them to the wants of the pupils, and then adapt the teacher to both.

The resort to union districts is a poor relief from these embarrassments. However urgent the necessity which leads to it, the arrangement is an inadequate one, and the operation of it exceedingly inconvenient. The best union district is that in which all the districts of the town are united into one. Then there is an effectual relief from one class of difficulties without plunging into another. In general, union districts are a perpetual source

of trouble and of contention. They make confusion worse confounded. The two districts remaining distinct for certain purposes, while they are united for others, add to the complexity of the system, not merely by adding one to the number of incorporated districts, but by introducing a joint jurisdiction. The points on which differences may arise are multiplied. The choice of a site for the union school, the dimensions, style and expense of the building, and the appointment of the teacher, are matters in regard to which each party will be likely to have its own preferences. When we consider that neighborhood feuds and district jealousies are the vultures that most frequently gnaw at the vitals of our rural schools, it will not appear unimportant to remove the decision of controverted points as far as possible from the contending parties.

Such is the difficulty of providing for the suitable education of the young in the common district school, and such the necessity of establishing schools of a different order. The fact that the district schools, without any of the advantages of gradation, once answered their purpose very well, does not prove that we need nothing better now. The application of science to the arts, now so universal, the connection of business of all kinds with the progress of knowledge, and the opening of a much wider sphere of thought than existed formerly, to all the people by means of the easy and rapid communication now existing between different parts of the world, thus taking away the provincial life of the people, and rendering it cosmopolitan, demand an increased amount of knowledge in order to a corresponding respectability and usefulness. Furthermore, such is the eagerness with which young men rush into business, that their school education is closed at a much earlier period than was that of their fathers. It therefore becomes doubly necessary to organize the public schools in such a way as to prevent the loss of any time or labor, and to adopt methods of instruction which produce the greatest amount of solid education in a given time.

Again, the district system is much more expensive in proportion to what it accomplishes than the opposite system. By means of it, hundreds of schools are kept in operation, which would otherwise be abandoned, as they ought to be. According to the returns of 1849, there are 25 schools in Massachusetts whose highest

average attendance amounts to only five pupils; 205 whose highest average attendance is only ten; 546 in which it is only fifteen; 1,009 where it is only twenty; and 1,456 where it is only twenty-five. Of the twenty-five schools belonging to the first class not one ought to exist. Such a school will be of so low an order as not to deserve the name. It would be better to postpone the education of younger children, and send the larger to a good school at a distance. Indeed, provision might be made to convey them all to another school at much less expense than to maintain one expressly on their account. If such an arrangement were to be made for only half the term, the result would be better than that of a whole term spent in those small schools as now conducted. When these have been visited by the agents of the Board, the impression made upon them was, that the money of the district and the time of the teachers and of the pupils were little better than wasted. The same remarks will apply, with some abatement, to the 205 schools in which ten is the highest average attendance. This class includes the preceding. Of the 546 schools, the largest of which has an average attendance of only fifteen, and the majority much less, certainly one-half would be united with other schools, if the districts were out of the way.\* Here, then, in the unnecessary maintenance of this

\* It is found by actual inspection, that in the great majority of cases there is no sufficient reason for the continuance of these small districts. In thirty towns, whose statistics I have particularly examined, and the whole number of whose districts is three hundred and forty-five, there are one hundred and ninety-three (that is, more than half the number of all the districts) in which the *whole* attendance of the respective schools varies from five to twenty-six, and of these one hundred and ninety-three districts, there are ninety-five in which the *whole* attendance fluctuates between five and fifteen inclusive. The subjoined statement represents all these districts with the number belonging to each of the thirty towns, and a comparative view of the average attendance, and of the whole attendance.

Town No. 1 has 14 districts in all, in 4 of which the whole attendance is 15, 15, 15, 13; average attendance, 14, 10, 13, 9.

Town No. 2 has 9 districts in all, in 5 of which the whole attendance is 19, 16, 19, 11, 16; average attendance, 17, 9, 14, 9, 15.

Town No. 3 has 11 districts in all, in 8 of which the whole attendance is 17, 11, 12, 11, 11, 18, 5, 19; average attendance, 14, 7, 11, 8, 8, 15, 4, 8.

Town No. 4 has 8 districts in all, in 3 of which the whole attendance is 14, 12, 13; average attendance, 11, 10, 11.

Town No. 5 has 7 districts in all, in 3 of which the whole attendance is 14, 12, 16; average attendance, 13, 9, 14.

Town No. 6 has 9 districts in all, in 5 of which the whole attendance is 15, 21, 12, 19, 15; average attendance, 13, 15, 8, 14, 13.

Town No. 7 has 11 districts in all, in 6 of which the whole attendance is 18, 20, 19, 20, 22, 16; average attendance, 11, 16, 12, 10, 14, 11.



number of schools at the public expense, we find a strong argument for abolishing the districts, and for making it the duty of some one responsible body of men in each town to take charge of the schools, and prevent such waste. What shall we say of the one thousand and nine schools, (including the 546 above

Town No. 8 has 14 districts in all, in 8 of which the whole attendance is 19, 15, 16, 15, 21, 21, 8, 14; average attendance, 15, 12, 11, 10, 15, 17, 7, 13.

Town No. 9 has 10 districts in all, in 6 of which the whole attendance is 20, 20, 12, 13, 24, 23; average attendance, 11, 14, 10, 10, 18, 18.

Town No. 10 has 17 districts in all, in 11 of which the whole attendance is 18, 5, 23, 8, 10, 12, 8, 24, 11, 5, 6; average attendance, 16, 5, 20, 6, 8, 10, 7, 17, 9, 3, 5.

Town No. 11 has 4 districts in all, in 3 of which the whole attendance is 26, 25, 13; average attendance, 18, 20, 9.

Town No. 12 has 11 districts in all, in 5 of which the whole attendance is 24, 10, 22, 9, 22; average attendance, 21, 9, 15, 7, 18.

Town No. 13 has 10 districts in all, in 4 of which the whole attendance is 17, 18, 17, 8; average attendance, 14, 15, 14, 6.

Town No. 14 has 15 districts in all, in 8 of which the whole attendance is 19, 24, 19, 14, 18, 18, 13, 23; average attendance, 15, 16, 13, 11, 15, 15, 13, 15.

Town No. 15 has 13 districts in all, in 4 of which the whole attendance is 18, 18, 19, 13; average attendance, 14, 14, 12, 12.

Town No. 16 has 8 districts in all, in 6 of which the whole attendance is 12, 11, 16, 22, 5, 7; average attendance, 9, 8, 12, 16, 4, 3.

Town No. 17 has 6 districts in all, in 4 of which the whole attendance is 20, 19, 21, 17; average attendance, 18, 15, 15, 13.

Town No. 18 has 19 districts in all, in 5 of which the whole attendance is 11, 15, 14, 9, 13; average attendance, 10, 11, 12, 6, 6.

Town No. 19 has 24 districts in all, in 11 of which the whole attendance is 7, 17, 9, 24, 26, 18, 17, 12, 18, 18, 11; average attendance, 6, 15, 5, 19, 18, 10, 14, 10, 13, 15, 9.

Town No. 20 has 14 districts in all, in 8 of which the whole attendance is 19, 21, 12, 20, 18, 20, 12, 15; average attendance, 14, 16, 10, 17, 16, 15, 10, 13.

Town No. 21 has 17 districts in all, in 14 of which (in summer) the whole attendance is 14, 16, 14, 12, 20, 6, 23, 22, 15, 19, 7, 19, 14, 8; average attendance, 12, 15, 13, 10, 18, 6, 13, 16, 13, 17, 6, 15, 13, 6.

Town No. 22 has 16 districts in all, in 9 of which the whole attendance is 14, 12, 8, 10, 18, 12, 22, 17, 11; average attendance, 10, 9, 7, 9, 15, 10, 17, 12, 10.

Town No. 23 has 10 districts in all, in 8 of which (in summer) the whole attendance is 15, 12, 15, 11, 18, 18, 13, 22; average attendance, 12, 10, 10, 10, 15, 14, 11, 17.

Town No. 24 has 10 districts in all, in 5 of which the whole attendance is 17, 19, 16, 11, 8; average attendance, 16, 11, 14, 8, 6.

Town No. 25 has 11 districts in all, in 6 of which the whole attendance is 18, 9, 23, 17, 19, 23; average attendance, 13, 8, 16, 10, 18.

Town No. 26 has 8 districts in all, in 6 of which the whole attendance is 20, 21, 11, 8, 12, 22; average attendance, 16, 16, 8, 7, 9, 11.

Town No. 27 has 7 districts in all, in 7 of which (in summer) the whole attendance is 26, 16, 17, 14, 11, 10, 15; average attendance, 23, 9, 14, 11, 9, 8, 11.

Town No. 28 has 16 districts in all, in 10 of which (in summer) the whole attendance is 18, 9, 16, 13, 14, 12, 21, 14, 20, 12; average attendance, 13, 7, 10, 7, 11, 9, 15, 12, 13, 10.

Town No. 29 has 6 districts in all, in 5 of which the whole attendance is 17, 18, 22, 19, 15; average attendance, 12, 12, 15, 15, 15.

Town No. 30 has 10 districts in all, in 7 of which the whole attendance is 17, 21, 6, 14, 16, 11, 19; average attendance, 12, 14, 6, 9, 9, 8, 12.

mentioned,) whose average attendance never rises above twenty, and generally falls much short of that number? Making all due allowance for a larger occasional attendance, there is still, by far, too small a number for the best and most economical system of instruction. Nothing but the seclusion of a small cluster of families, and their remoteness from other schools, can justify such a disproportionate expenditure. Such cases do undoubtedly exist, but if we were to allow 325, one for each town in the Commonwealth, there would still be 684 unaccounted for, which must be charged mostly to the influence of the district system.

Another deleterious effect of this system lies in just the opposite direction—in allowing other schools to become too large for suitable instruction under one teacher. In the present case, it will be more just to estimate the schools by the whole number of pupils in attendance during any one term, than by the average attendance. The reason is obvious. The classes must be formed with reference to the whole number, because all who come must have a place in the school. If one-fourth of the pupils should be absent on any one day, that circumstance would not affect the number of classes, but the number of pupils in the respective classes. Now it is well known that neither the teacher nor the pupils present derive any advantage from the absence of a part of the class. The whole class could, in each case, be taught far better than a part of it, to say nothing of the hindrance of the class occasioned by the return of the absentees.

According to the returns already referred to, there were in the State, in 1849,

27	schools in which the whole attendance was over 120			
47	“	“	“	110
67	“	“	“	100
113	“	“	“	90
188	“	“	“	80
334	“	“	“	70
746	“	“	“	60

In this enumeration each class includes the preceding ; the number of pupils mentioned refers to those who are in the charge of one teacher ; and in the number of schools are included all those

which, during any one term in the year, have that number of pupils. In the country, the smallest schools are generally found in the summer, and the largest in the winter. In the cities, the difference between the summer schools and the winter is very slight. According to the opinion of the best teachers, both in this country and in Europe, the number of pupils which can be advantageously instructed in a rural school by one teacher, is about forty. When a school has but twenty scholars, the expense of their instruction is twice as much as it should be; and when it has but ten, it is four times as much. On the other hand, when the number of pupils under one teacher exceeds fifty, there is a corresponding sacrifice in respect to the object sought—the education of the pupils; and when it reaches to seventy or eighty, proper instruction is out of the question. I will not speak of the 746 schools whose whole attendance is over sixty for each school, because, in a portion of them, the excess over that number would not be great. But that there is a great want of sound economy in maintaining 334 schools, in all of which there are over seventy, and in many much over that number, under one teacher, is very plain. Still worse must be the condition of the 188 schools which have from 80 to 120 pupils. To place so many pupils under one teacher for their education, is preposterous. Now if we should take the two extremes, that of the small schools, and that of the large, and make an estimate of the loss sustained by the State in consequence of such mismanagement, we should reach a result which would not be of the most flattering character. Were any financial agent to manage the affairs of a corporation in a similar way, he would be known and avoided like the rocks and quicksands of a dangerous sea. It is inconceivable that such a want of skilful management should be allowed by any committee who should be appointed by the town to take charge of the interests of education, and be held responsible for the judicious application of all the funds placed at its disposal for that purpose. It is only where the towns make the appropriation, and the districts spend the money, without being accountable to any power for the judiciousness of their measures, that such evils can exist and go uncorrected. The towns seem to be willing that the districts should spend money unprofitably if they choose; and the districts, having no power to associate together for mutual

assistance and a systematic adjustment of their common difficulties, submit to losses for which they can find no remedy. The division of a town into independent districts is a great sacrifice of economy, for which no equivalent is received.

Another evil almost invariably resulting from the division of the town into districts, is the unjust distinction which it occasions in the character of the schools, and in the distribution of the school money. Only where there is a responsible committee authorized to act in the name of the town, can there be that equality in the schools which the law contemplates. One district will be more intelligent and active than another, will have better school-houses, more competent Prudential Committees, and consequently better teachers. The smaller and more retired districts, which stand in greatest need of good public schools, because entirely dependent on them, are more likely to languish for want of public spirit and good management, than to be prosperous. The theory of popular education is founded upon the principle that the public security requires the education of all the citizens, and that it is both just and expedient to tax the property of the people for the education of all the children of the people. As the tax is levied equally upon all the parts of the town, and as the object contemplated, which alone justifies such taxation, is the education of the whole mass of the population, without distinction, nothing short of an equal provision for all should satisfy the public conscience. All parts of the town have an equal claim upon the benefits of a school system, the administration of it not excepted. Any method, therefore, of dispensing the means of education, which, in its operation, prevents equality of privileges, should be regarded as an abuse, unless it is inevitable, and be speedily corrected. The separate and even opposite interests of districts, and the various devices resorted to, in order to carry their measures, frequently leads to an unequal and unjust distribution of the public money. There is but one sure way of disposing of this matter equitably, and that is not to distribute the money at all, but rather to make it the duty of the School Committee to provide, as nearly as may be, equal advantages of education for all the children of the town. The circumstances influencing the character of the schools are so complex that no method of dividing the school money, however perfect, can

reach the essential point—equal access to good schools. A large amount of money, without any guaranty that it will be judiciously expended; will not make amends for the loss experienced by a family residing in an unfortunate district, where a judicious management of schools is not to be looked for. It is both the interest and the duty of a town not to intrust such sacred interests to those who are either indifferent to them, or unskilful in guarding them. A purely discretionary power, given to a committee consisting of the wisest and best men in the whole town, to be held strictly accountable for their administration, is indispensable to the accomplishment of the object in view. It often happens that peculiar circumstances require a variation from the usual rate of expenditure, in which case only those who understand all the particulars and, moreover, have a large discretionary power, can so adjust the whole system of operations, as to meet these exigencies, as they arise. When special aid is needed at one point, expedients can be found for obtaining relief from other points where there may be an overplus, or where slight retrenchments would scarcely be felt. Without such a general superintendence of the expenditures of the schools, there will be cases in which some one school will be in great want, and perhaps be suspended, while others shall have abundant supplies.

There is, in general, great dissatisfaction with the manner in which the school money is distributed among the districts of a town; and yet it would be difficult for human ingenuity to devise a way which has not, in some instances, been adopted. The best of these methods are defective, because they are inflexible, and admit of no modifications to adapt them to circumstances; while others are sometimes so summary and even violent as to appear unjust. In too many instances the interest of the stronger party controls the distribution. If there is a majority of large districts in a town, they will often manage so as to get the lion's share. If the smaller districts are more numerous, they may easily combine and vote large appropriations to themselves. If a committee representing the different districts be appointed by the town to make the distribution, it is still the same thing in miniature, for the parties interested are the judges, and the decision will depend more on the influence and diplomatic ability of the contracting

parties, than on the principles of justice. This is not a representation of imaginary evils, nor is the picture overdrawn.

If we examine the general usages of the towns, in respect to the division of the public money appropriated for schools, we shall find, by analysis, that they may be grouped into about six or seven classes. The largest of these classes, comprising about one-fourth of the whole number of towns in the State, divide a part of the money equally among the districts, and the residue according to the number of scholars in each district, or by some other rule equivalent to that. The next largest class, about one-fifth of the whole, consists of those towns whose methods are, on the whole, tolerably good, but so complex and various as not to admit of a brief general description. The third class, about one-seventh of the whole, is composed of those which divide the money according to the number of scholars in the respective districts, or on some similar principle. The fourth class, not quite as large as the preceding, but including the cities and undistricted towns, either apportion the money themselves, as appears best, from year to year, or refer the subject to a committee, in undistricted towns to the school committee, to expend the money, rather than to distribute it. The fifth class, embracing about one-eighth of the whole number, aim, by different methods, to distribute the money in the ratio of the taxes. The sixth class, about one-ninth of the whole number of towns, give to each district an equal share. The seventh and smallest class divide the money partly according to the amount raised by tax in each district, and partly according to the number of scholars, or by some similar rule. A little reflection upon these statements, in connection with the preceding remarks, will make it sufficiently evident that the cases are few in which each district in a town gets neither more nor less than a just and equal share in the privileges of education furnished at the public expense. This result cannot well be avoided. It is a vice inherent in the district system.

In order to obtain as direct testimony as possible on this subject, the following circular was addressed to all those towns which were known to have tried both systems.

*To the School Committee of ——— :*

GENTLEMEN,—

I propose to discuss, in my next Annual Report, the subject of the District System of Schools in Massachusetts, setting forth the inconveniences and evils which are believed to be connected with it. Inasmuch as several towns which were once districted have abolished their districts, and consequently tried both systems, it is highly desirable that the public should be made acquainted with the result of the experiment. I therefore take the liberty to request of you a statement on this point in respect to the town of ———, with permission to make a public use of the same, if it should appear expedient.

Yours, very respectfully,

BARNAS SEARS,

*Secretary of the Board of Education.*

Boston, October, 1852.

The replies, as far as received, are of the same general tenor. They are as follows, viz. :

GLOUCESTER, November 4, 1852.

*Rev. Barnas Sears, D. D., Secretary of the Massachusetts Board of Education :*

DEAR SIR:—I have before me your letter of October, making inquiry as to the result of the change in the system of conducting our public schools, and am happy to inform you, in reply, that such have been the advantages of it, that our citizens manifest no desire for alteration—not, at any rate, for such as would restore the old double-headed system upon which they were formerly conducted. Indeed, the town has, by its public acts, emphatically approved the change by unanimously voting, at two successive annual town meetings, to continue the charge of the schools in the hands of those who proposed and consummated the important measure. We have now nearly reached the end of the third year since the town assumed the administration of the schools, in its corporate capacity, and though the act has been attended by a large increase of the town debt, and of the annual taxation, there is

such a general conviction of its utility, that it may be considered a permanent arrangement.

The chief obstacles to the success of our schools, under the old district system, set forth by the committee in proposing the change,—poor school-houses, inefficient teachers, and great inequality of school advantages,—have been removed. We have expended upwards of \$20,000 for the erection of ten new school-houses, and the repairs and alterations of old ones; we have secured the services of good instructors, and we have equalized the amount of schooling by providing instruction for all the children of the town, whether in sparsely or thickly settled localities, forty-four weeks in the year. I may also add, as one of the benefits connected with the present manner of conducting the schools, that they have the constant supervision of one of the members of the committee, who devotes his whole time to their welfare, and is paid for his services by salary appropriated at the annual March meeting.

I could go into further details concerning the change in the system of conducting our schools, but enough has been said to show the result, to which your inquiry is limited. I would, however, add, in conclusion, that a long and particular acquaintance with our public schools leads me to the conviction that no public measure of importance equal to that which changed our school system, was ever undertaken in this town; for what act of public concern can compare, in its results, to that which gives to the rising generation the highest advantages for moral and intellectual improvement.

Very respectfully,

Your obedient servant,

JOHN J. BABSON,

*Chairman School Committee.*

*To the Secretary of the Board of Education :*

DEAR SIR:—Yours of the 19th inst. was duly received. In compliance with your request, I send you some facts in relation to the subject in question. The subject of abolishing the District System had been agitated in this town for some years previous to the year 1850, at which time we succeeded in passing a vote to



abolish the system, (not, however, without some opposition.) Previous to our abolishing the District System, the division of the school money was a source of hard words and hard feelings, as often as the annual town meeting came, resulting sometimes in a division of the school money according to the number of scholars in each district, thus giving to small and sparsely settled districts, but about three months' schooling, while in other larger and more thickly settled districts, they would get ten months' schooling in the year. At other times the division would be made more equal; but never have we had so equal and so harmonious a system in our schools as at the present.

Our schools in the central district were graded previously to the abolition of the District System, but we were unable then to extend the gradation system beyond the district lines; but now we can bring in a portion of what then constituted other districts.

We have now one high school, which all the scholars in town, (having the requisite qualifications,) can attend; one grammar and two primary schools, centrally located, and four schools located in different sections of the town, attended by scholars of all ages and qualifications, all of which schools are kept an equal length of time, and receive an equal share of attention and supervision. Our school-houses, under the District System, were (some of them) in bad condition; but now they all belong to the town, and are all alike cared for.

In fine, so satisfactorily does the present system work, that every objection is removed, and our only regret is, that we neglected the thing so long.

If there is anything in the statements that I have made, that will in any way serve your purpose, in the good cause in which you are engaged, they are at your disposal.

Very respectfully,

Your obedient servant,

DANIEL LEACH, Jr.,

*Sec'y of School Committee.*

MANCHESTER, October 22d, 1852.

DEAR SIR:—Yours of last evening has been received, and, in answer to your inquiries, I would say, that our town has never been districted, although we have nominally so divided our town.

We have four school-houses located in suitable parts of the town, for the accommodation of the scholars. We choose a school committee of five, with the understanding that four shall act as Prudential Committees for the four houses, one for each, which are designated by the Board after they have met and organized. The fifth, who is usually the Chairman of the Board, superintends the educational concerns, accompanied with the Prudential Committee of each district respectively.

The apportionment of the moneys raised has been the same for probably fifty years, which was then sanctioned by the town, and has been quietly acceded to during that time, and we think it is pretty equitable. The centre district has one-third of the whole money, and the other two-thirds is equally divided between the other three houses or districts. The centre district comprises a village, and numbers somewhat over one hundred scholars in two departments. This plan has worked very well in practice. We have now a high school, which is a private concern, and is very flourishing.

The only difficulty in this mode of conducting our schools is, that in case of repairs or rebuilding, one part of the town cannot have a new school-house, unless the whole are equally attended to, so jealous are the people that one part may be favored more than another; and sometimes it is not quite necessary for some of the houses to be repaired.

Very respectfully yours,

R. A. MERRIAM,

*Chairman School Committee, Topsfield.*

TOPSFIELD, December 15, 1852.

NEWBURY, December 18, 1852.

*To Rev. Barnas Sears, Secretary of the Board of Education :*

SIR:—We have delayed answering yours of October 19th, till the present time, in order that at the meeting of the School Committee, previous to the opening of the winter schools, each member might express an opinion. At that meeting it was the unanimous opinion of the Committee, that the abolition of School Districts in our town had been a reform in the true direction, and we see absolutely no reason for desiring to return to the old system.

In the spring of 1850 our town abolished school districts, though by some supposed informality, there is still a doubt as to the ownership of the school-houses. And from that time to the present, whatever may have been the opinions of members of the school committee on entering upon their duties, they have invariably come to the conclusion that the present was the better system; and though there was at first a strong opposition to the change, and several attempts were made to retrace our steps, yet opposition has now wholly ceased, and many originally against the change are convinced of its utility, and are its warm supporters.

Among the reasons which support the opinion here expressed, are, first, that we now dispense with district meetings, which were a great waste of time, as they are not usually very elevating or harmonious in their character, and all the necessary business formerly transacted at them can now be done in a more dignified manner, and in less time by the town. Second, the schools are in the hands of one body, and consequently can be managed with more uniformity and efficiency than they could be, where the supervision was divided between the Prudential and Examining Committees. A body of men, too, scattered over the town, and meeting at stated periods, will have far greater facilities for finding good teachers, than the same individuals could, if unconnected, and they will be more likely to retain teachers of excellence from year to year, thus obviating that great objection to district schools, the continual change of teachers. A third reason is, that where there are no districts, the schools can be made uniform in size and in the length of session through the year, whereas,

under the old system, there was a very great disproportion ; so much so, that where the town was most thickly settled, and consequently the scholars needed a more thorough oversight, there were the largest schools where the teacher could spend the least time with each scholar.

And though, since the time of adopting our present system, we have been reduced from a large, and in some parts populous, to a small agricultural town, where the change, if anywhere, would have been needless, yet we, the committee, and we believe a very *great* majority of the town, have found the loss of districts so small an evil, that we shall never take the trouble to try to find them again.

Yours respectfully,

NATHAN N. WITHINGTON,

In behalf of the

*School Com. of the town of Newbury.*

DORCHESTER, December 17th.

DEAR SIR :

In reply to your letter of inquiry in relation to the effect of the change from the District System to our present one, I can only say, that that change was made more than twenty-five years ago, several years before I came into the town. Therefore I have no knowledge from personal observation of the former condition of things, or the disadvantages which may have been remedied by a change of system, but I infer, from the fact that no effort was ever made to go back to the old system, or the thing ever suggested, that the change was seen to have been a desirable one, and moreover, from the fact that, from that date to the present, our schools have been steadily and most evidently advancing in all that constitutes a true prosperity, and, either as cause or consequence, the interest of the people in them, and in the cause of education, has likewise greatly advanced from that time to this.

Very respectfully yours,

NATHANIEL HALL,

*Chairman of School Com. of Dorchester.*

*Rev. Dr. Sears, Sec'y Board of Education.*

*To the Secretary of the Board of Education :*

DEAR SIR:—In reply to your letter of inquiry, we have to state that, as a town, we are now only in the third year of our corporate existence. Prior to May, 1850, Melrose constituted a part of Malden, which was a districted town.

About that time the opinion seemed to prevail, that it would be better to conduct our public schools in our town capacity, and without the aid, or rather inconvenience, of Prudential Committees. Accordingly, at our second town meeting, we abolished the District System. A copy of the vote by which this was done, furnished us by our town clerk, we herewith forward you.

Since the adoption of our present system, our schools have greatly prospered, and are now in a very satisfactory condition. We have never heard any expression of dissatisfaction with regard to our arrangement; but, on the contrary, we have reason to believe that it meets with very general approbation, and that there exists not the shadow of an intention of ever returning to the District or Prudential Committee System.

We are, Sir,

Yours, very respectfully,

E. O. PHINNEY,	} <i>School</i> <i>Committee.</i>
W. R. PARSONS,	
GEO. E. WHITE,	

MELROSE, December 17th, 1852.

ARTICLE 8. *Voted*, To assume the assets and liabilities of the School District, and abolish the District System, and that the town treasurer be authorized to receive all moneys due the District, and give his note in behalf of the town for such debts as the District may have contracted before the incorporation of the town, and now remain unpaid.

LAWRENCE, December 14th, 1852.

DEAR SIR:

Your letter was received this morning, and, according to your request, I send you an immediate reply.

The District System of Schools has never been tried in this

town. The committee to whom, at the first organization of the town, its educational interests were intrusted, had been acquainted with the operation of the District System in other places, and were determined to avoid the evils they had ever found attendant upon it. The area of our town being limited, and its citizens being willing to intrust the whole matter to the school committee, a rare and highly favorable opportunity was afforded for making any arrangement which the committee deemed advisable. They unanimously adopted a system allowing of no districting of the town, and containing four grades of schools, as follows:

First, the *Primary Schools*, scattered over the town, where scholars are admitted at four years of age, and retained until they are able to read easy lessons in reading—to spell correctly ordinary words of two syllables, and are made familiar with the simplest operations of adding and subtracting numbers. At seven years of age, or earlier if properly qualified, they are transferred by the committee to the

Second, the *Middle, or Intermediate Schools*, which are also scattered over the town, where they remain until they are ten years of age, and are able to read and spell with freedom and accuracy, are familiar with the multiplication of simple numbers and the whole of the multiplication table, and have some knowledge of geography. Whenever they have attained these qualifications, which ordinarily is not before they are ten years of age, they are transferred by the committee to the

Third, or the *Grammar School*. Our town is situated upon both sides of the Merrimack river, the major part of the population being on the north side. Upon each side of the river there is a grammar school, that on the south side averaging forty-five scholars, that on the north, three hundred and fifty or four hundred. The south side grammar school is conducted by a male teacher, without an assistant. The north side grammar school has a male teacher as principal, and seven female assistants. The present number of scholars is three hundred and seventy-five, but the house will allow the attendance of six hundred and fifty. The school is classified into seven divisions, the scholars being assigned to their respective divisions according to qualifications, and transferred from a lower to a higher, whenever they

are prepared. The attentive pupil and apt learner will leave behind him the dull or irregularly attending scholar. The school at the present time is thoroughly classed, and the benefit resulting therefrom, to teachers and to scholars, bright and dull, is very marked. If the number of scholars should reach the limit of our present accommodations, or six hundred and fifty, the number of divisions would not be increased, but sections would be added to those now existing.

The scholar who is twelve years of age, and is "thoroughly conversant with reading, spelling, writing, English grammar, parsing, modern geography, mental arithmetic, through Colburn's First Lessons, and written arithmetic, to proportion," is admitted from each grammar school to the

Fourth, or *High School*, which occupies a suite of rooms in the same building with the north grammar school, where a three years' course of English studies is prescribed for him, or where he may be fitted for college.

This is our system, and our trial of it for four years is perfectly satisfactory. We would not alter the system, nor deviate from the laws of its organization. We cannot conceive how, under our circumstances, it can be improved. We are fully persuaded, that if faithfully adhered to, it will effect the greatest good of the greatest number. So long as each grade of schools is kept perfectly distinct, and the qualifications required for transfer from a lower to a higher, are strenuously insisted upon, and the classification of scholars in the grammar school is as strictly observed as at present, we do not know of anything needed to benefit, in the highest possible degree, the children committed to our care.

Yours, very respectfully,

GEORGE PACKARD,

*Chairman of School Com. of Lawrence.*

*Rev. Barnas Sears, D. D., Sec'y of Board of Education.*

MEDFORD, 20th December, 1852.

*Dr. Sears :*

Dear Sir,—Yours of the 13th inst. is received. It is so long since the change of our School System was made, and the situation of the town is so very different now from what it was formerly,

that I can give you no comparative results that would aid you very essentially in the discussion of the question you propose.

Our schools are well graded, and we think we derive as much benefit from them as can be expected. We have four alphabet, five primary, two grammar schools, and one high school. Scholars are transferred from a lower to a higher grade of schools, as they become qualified. It seems to me that where there are scholars enough, and the towns are compact enough, to warrant such a system, that it is the only one in which scholars can derive the full benefit of the money expended.

Respectfully yours,

SANFORD B. PERRY,

*Sec'y of School Committee.*

NEWTON, December 20th, 1852.

*Dr. Sears :*

Dear Sir,—Your Circular, addressed to the School Committee of Newton, among others, inquires into the advantages which have resulted from the abolition of the District System of schools in this town. Our experience in that matter has been so limited, as you well know, that we can give but a very brief account of the results of the movement.

We are happy to bear testimony to the readiness, on the part of the citizens of the town, to make the desired change, after being completely awakened to the evils of the old system, especially as bearing upon the successful and economical conduct of their own schools. The town, also, with a noble liberality, voted the necessary appropriations for the increased annual expenditure for the support of schools, and for the erection of the new buildings required by the contemplated grading under the new system.

This action was taken, however, only the last spring, and from the length of time necessary to complete the arrangements, we cannot yet be said to have fully tried the experiment. We have just completed and dedicated our new grammar school building, intended to accommodate a section of the town formerly one district, but more lately, by an inconsiderate act, divided into two. The reunion of these fragments, which had been attempted in vain while they constituted separate districts, now consummated



under the authority of a general committee, furnishes one very decided evidence of the advantage of a centralization of power.

Another house, for a similar purpose, and to accomplish a like result, is nearly completed. So that we may safely say, that very important steps are being taken, to secure a thorough grading of the schools, and a more satisfactory course of instruction therein; to bring every portion of the town, except a small section of the extreme south, within reasonable reach of an annual grammar school. That excepted section must still remain as a separate district, subject to a change of teachers twice a year. Still, as this town appeared to be one of those few which opposed almost insuperable obstacles to the grading system, that we have been able to carry out the principles so nearly to perfection, must be viewed in the light of a great victory over doubt and difficulty.

We might also allude to the matter of appointment of teachers. We have had more work of that kind, during the current year, than will probably fall to the lot of any future committee in any one year. And in view of the greater advantages afforded us, in the large number of candidates we have been able to summon around us, the open field before us, wherein we could place just the right laborer at the right post, and in the enjoyment of entire independence of all local prejudices and sectional feuds, the committee feel sensible that they have been able to meet the responsibilities of their position in a manner far more satisfactory to themselves, and far more certain to promote the highest success of the schools.

Yours, very respectfully,  
HENRY BIGELOW,

*For the Committee:*

*Barnas Sears, D. D., Secretary of the Board of Education.*

SOMERVILLE, December 27, 1852.

MY DEAR SIR:

The schools in Somerville have never known the incubus of the District System, and so there would be no facts to communicate. I, however, may say from personal experience thus much; that having served more than six years in Kingston, where the District System was and is in force, and three in Somerville

without it, no ordinary considerations or inducements could now persuade me to assume the responsibility of the care of the schools of any town which should insist upon distributing the trust, in part, over its territory. And now it seems to me, and I have learned it from experience only, like mockery to have a Superintending Committee, liable to be thwarted in every attempt at supervision by local jealousy, or personal pique. I rejoice, for the sake of the schools, that you are going to make the subject prominent in your Report, the more so, as I apprehend that little short of legislative enactment will be effectual to remove the evil from some of the towns.

I remain,

Very sincerely yours,

AUGUSTUS R. POPE.

It is hardly necessary to remark, that these letters, so pertinent to the matter in hand, furnish valuable information to all such towns as are interested in the subject; and that they tend, with singular unanimity, to confirm the views advanced in this Report.

To these views it may be objected by some, that though they are true in their general application, there are still many rural towns in which no such evils, as have been pointed out, result from the existence of districts. Admitting it to be so, although the statement will be found to need some qualification, it does not follow that the districts are of any use. If the law authorizing districts were annulled, the management of schools would still be in the hands of the town, and of the School Committee, to be arranged by them as should be most expedient. If the town had been so districted as to need no change, then the schools might be continued in the same districts and in the same houses, the name merely being changed from that of districts to that of schools. Every child, if it should appear best, might be sent to the same school as before. But, it may still further be said, the population of the rural towns referred to do not admit of graded schools. The reply is, then let them continue as they are, without being graded. When the districts are abolished, the schools may or may not be changed. The towns will not be obliged to forego the advantages resulting from a classification of the schools, as is generally

the case where districts exist; nor, on the other hand, will they be compelled to classify their schools unless they choose. The whole matter is in their own power, to do whatever their interests require. It is the want of freedom in the action of the town in the one case, and not in the other, that constitutes the principal objection to districts. That there is no advantage, but rather a great disadvantage, in making the districts the proprietors of the school-houses, is too evident to require remark. That Prudential Committees are rather a hindrance than an aid in procuring suitable teachers for the schools has been sufficiently shown. What will be lost, then, if with the districts this class of officers also cease to exist? The only inconvenience that can be named, is that of having no one in the districts to take charge of the school-houses, and keep them in repairs. But the School Committee are entirely competent to this, and, in general, would prefer the trouble it would occasion them, to the neglect and disorder incident to the present mode. In cases where the area of the town is large, and the districts remote from each other, the School Committee could be enlarged and suitably distributed in different parts of the town. A still better way, no doubt, for large towns and small, would be to make it the duty of some one competent person to take principal charge, not only of this, but of every other part of the superintendence of the public schools.

The only argument of seeming importance that has been urged in favor of perpetuating the school districts is, that they are essential to the highest degree of popular liberty. There is, no doubt, an important principle in the minds of those who make this representation, though it is in the present instance misapplied. Our political organization consists of a complicated system of republics, in which the municipal corporations bear to the State a relation similar to that of the States to the Union. Any tendency to impair the independence of the smaller communities, and to concentrate undue power in the larger, should be resisted just as resolutely as the opposite extreme of relaxing the bonds of the general government for the sake of a more complete sovereignty of a component part. But as the American system of free government knows of no political organization above the union of the States, so it knows none below the towns. Other smaller corporations may, or may not, be formed for specific purposes, but

only for such. When they are resorted to, it is always on the ground of expediency, never on that of principle. To speak of political organizations below that of towns, is to speak of a non-entity. The public roads of a town may be put under one supervision, or many, without touching the question of liberty. It is a mere question of economy or of convenience. The same is true of the public schools. That this was the view entertained by the framers of the law of 1789, giving the towns power to create school districts, is apparent from the preamble already quoted. In point of fact, the will of the people is much more fully expressed and executed in the action of the town-meeting, than in that of the district meeting. In the latter, business is ordinarily transacted by a very small minority of the voters in the district. The choice of a Prudential Committee, the most important item of business, except when a school-house is to be built or repaired, inasmuch as the doctrine of rotation in office is here most perfectly illustrated, does not ordinarily possess interest enough to induce the people to leave their comfortable firesides. At the annual meeting of the town it is otherwise. There are generally subjects enough of exciting interest connected with them to secure a good representation of the people. If, in these meetings, there is an abatement of interest when the subject of schools is reached in the order of business, it is in those towns only, where so much has been surrendered to the districts as to diminish the importance of the town action, or where the district system itself has reduced the schools of the town to so low a rank as to produce a general apathy on the whole subject of making provision for them. In those towns, which have resumed the entire control of the schools, the increased interest of the people is manifested not only by a general attention to the business when it comes up for consideration, but by increased appropriations. There remains only one further point of inquiry, and that has respect to the mode of accomplishing the object contemplated. The most expeditious and efficacious way would be to abolish the law authorizing the formation of districts. Another course would be to rely on the intelligence of the people of each town to accomplish the same object by a popular vote. The reasons in favor of the latter are that the legislature could not carry such a measure, except by a mere majority after a vigorous

effort; that thereby the great unanimity which now happily characterizes the action of the legislature in regard to education, would be hazarded; that the efficiency of our public schools depends less on legislative enactment than on the spirit of the people; and, finally, that improved legislation should be slowly progressive, encroaching as little as possible upon the free action of the people, and following rather than leading the public sentiment.

The arguments for immediate legislative interference are that the character of her future citizens is too important to the State to be sacrificed to the prejudices of the uninformed among the people; that a real and substantial improvement, introduced by law, would soon become so apparent from its effects as to be sure of finding a firm support even among those who were at first opposed to it; that it is much easier to convince an intelligent body of legislators, before whom the whole subject could be spread out at once by the advocates of the measure, than to influence those towns which most need to be enlightened; and that a long delay would be almost ruinous, putting off to an indefinite future improvement in the great work of education, which is the very beginning of all social progress.

It must be admitted that there is some force in the considerations urged on both sides, which would seem to suggest a middle course. By adopting such a policy, it would be easy for the legislature to stand at an equal remove from forcing a law upon the people before they were suitably prepared for it, and from delaying action till the last dark spot in the State should be so illuminated as to render any further legislation on the subject unnecessary. When the general voice of those who take an interest in our public schools shall be in favor of such a movement, it will be of great service to the people at large, if a law shall be passed in support of those measures in which the enlightened friends of education are agreed, even though they do not constitute a majority of the whole. Such a course would be in perfect harmony with the general spirit of our legislation, while it would serve to hasten on improvements much needed at the present time.

Having disposed of the main topic of this Report, I proceed to others connected with the business of the department during the past year.

## TEACHERS' INSTITUTES.

The general interest taken in the subject of education, has created a more urgent demand for competent teachers, the consequence of which is an increased attendance at the Teachers' Institutes. While the main reliance of the State for teachers specially trained for their office, is on the Normal Schools, the most successful means yet devised for elevating the professional character of teachers, after they have entered upon actual service, is the regular recurrence of those organized semi-annual meetings of the teachers, held about the time of the opening of the summer and winter schools, for the purpose of receiving a brief course of professional instruction from men of eminent ability and large experience as instructors. Seldom has one of them been held in a place without exciting a fresh feeling of interest and professional ardor in the mind of teachers, and of producing an immediate improvement in the schools under their charge. The number of those who attend the Teachers' Institutes as members, is rapidly increasing in all parts of the State. The popular mind is imbued with the same spirit. Such occasions are now regarded, not merely as a scene of professional interest, but as an intellectual and moral festival, in the neighborhood where they occur.

Of the ordinary class of Teachers' Institutes, ten have been held during the year, at the times and places specified below, viz. :—

*In the Spring.*

		No. of Members.
Leominster,	March 22—27,	310
Woburn,	“ 29—April 3,	196
Sheffield,	April 5—10,	131
Deerfield,	“ 12—17,	260
Wrentham,	“ 19—24,	163

*In the Autumn.*

Holliston,	Oct. 11—16,	187
North Brookfield,	“ 18—23,	142
Fall River,	“ 25—30,	102

Amherst,	Nov. 8—13,	375
Chicopee,	" 15—20,	127
Whole number		<u>1,994</u>

Making the average attendance a fraction less than 200.

The value and interest of the Teachers' Institutes during the past year have been greatly increased by the addition of Prof. Agassiz to the list of permanent instructors. While the eminent abilities and scientific attainments of this gentleman will readily be conceived to be a powerful attraction, drawing immense crowds of people to listen to his eloquent and brilliant lectures, and as an effectual means of exciting and enlarging the minds of all the more intellectual among the teachers, still the peculiar value of his services can be rightly estimated only by those who know his passion for the promotion of popular education, and his experience and great skill as an elementary teacher. No one is less liable to overshoot the mark in communicating knowledge; and few can approach him in the power of adapting instruction to the mind of the common teacher, or even of juvenile classes.

This is the second year of Prof. Guyot's connection with the Teachers' Institutes, the beneficial influence of which is becoming more and more apparent. Teachers are becoming more familiar with his mode of instruction in geography, see more of the admirable simplicity and utility of his truly philosophical method, while, on the other hand, he is becoming more acquainted with the precise wants of the teachers, and more able to communicate in fluent language, his elevated and glowing thoughts. One of the greatest and most beneficent revolutions in the art of teaching is, through his influence, now going silently on in all parts of the Commonwealth. Such is the enthusiasm of the teachers in listening to his instruction, such their eagerness to become his pupils, and to catch his spirit, that they regard it as a personal loss if his course is abridged by a single lecture.\*

The largest Teachers' Institute, by far, ever held in the State, was that recently held at Amherst. It was a scene of cheering and

\* A pleasing evidence of interest in the instructions of this eminent scholar was given at the close of the Teachers' Institute at Chicopee, by the presentation of an elegant salver of plated silver by the male members. Another of the same description was presented to Prof. Whitaker by the female members.

thrilling interest to see over three hundred and seventy-five regular members, besides an extra class of twenty or thirty others, who by our regulations could not be admitted as members, assembled from day to day, and eagerly listening to some of the most suggestive thoughts of some of the most distinguished instructors of our country and of our times, thus imbibing intellectual nutriment prepared by profound learning and life-long research, and presented by minds deeply versed both in the philosophy of education and the art of teaching. The liberal measures adopted by the President and Professors of the College, in volunteering to associate themselves with the board of instructors, thereby rendering the range of instruction more extensive and complete than that ever given, probably, at any other Teachers' Institute in the world, furnishes an example of inter-communication between our colleges and our common schools, worthy of all commendation,—an example which I am assured the other colleges are not only ready but zealous to emulate whenever opportunity shall present.\*

\* The following is the programme of exercises at the Amherst Teachers' Institute for the week :

#### MONDAY.

*Forenoon.*—From 10 to 12 o'clock, Arithmetic, by Mr. D. P. Colburn.

*Afternoon.*—At 1½, Visit to the Zoological Cabinet, under the charge of Prof. Adams ; at 3, Elocution, by Prof. William Russell ; at 4, Arithmetic, by Mr. Colburn ; Lecture in the evening by Prof. Russell, in the College Chapel.

#### TUESDAY.

At 9, A. M., Arithmetic, by Mr. Colburn ; at 10, Elocution, by Prof. Russell ; at 11, Arithmetic, by Mr. Colburn ; at 1½, P. M., Visit to the Geological Cabinet, with explanatory remarks by President Hitchcock ; at 3, Arithmetic, by Mr. Colburn ; at 4, Geography, by Prof. Guyot ; Lecture in the evening by Prof. Tyler, on Socrates, as a Model Teacher.

#### WEDNESDAY.

At 9, Geography, by Prof. Guyot ; at 10, Music, by Mr. George W. Pratt ; at 11, Lecture by Prof. Agassiz ; at 2, Geography, by Prof. Guyot ; at 3, Music, by Mr. Pratt ; at 4, Lecture by Prof. Agassiz ; Lecture in the evening by Prof. Agassiz.

#### THURSDAY.

At 9, Geography, by Prof. Guyot ; at 10, Elocution, by Prof. Russell ; at 11, Music, by Mr. Pratt ; at 1½, Visit to the Shepard Cabinet, with explanations by Prof. Clark ; at 3, Lecture by the Secretary on the Culture and Discipline of the Imagination ; at 4, Music, by Mr. Pratt ; Lecture in the evening by Prof. Guyot.

#### FRIDAY.

At 8, Visit to the Philosophical Cabinet, with explanations by Prof. Snell ; at 9, Geography, by Prof. Guyot ; at 10, Grammar, by Prof. S. S. Greene ; at 11, Drawing, by Prof. W. J. Whitaker ; at 2, Grammar, by Prof. Greene ; Drawing, by Prof. Whitaker ; Lecture in the evening by Prof. Whitaker on the Arts of the Bible, illustrated by numerous drawings.

#### SATURDAY.

At 9, Elocution, by Prof. Russell ; at 10, Drawing, by Prof. Whitaker ; at 11, Grammar, by Prof. Greene.

Criticism every afternoon, at 1½ o'clock, or at the close of the afternoon session. Recitations by Prof. Russell every evening after lecture.



By a Resolve of the Legislature, of January 30, 1852, the sum of twelve hundred and fifty dollars was appropriated for Teachers' Institutes of a more local interest and limited extent, adapted to the circumstances of the teachers in our cities. They are designed principally for the teachers belonging to the respective cities where they are held, and the time of holding them is usually during the winter term. It is customary for the school committees to allot to these exercises a part, or the whole of the time, as they judge expedient, from Wednesday noon to Saturday night; and, in connection with the city authorities, to provide a hall, and furnish whatever facilities are necessary. The promptness with which the school committees have made the proper arrangements, and the public spirit with which the city governments have authorized all necessary expenditures, furnish the best evidence that they duly appreciate the object of the Legislature in making provision for this new class of Teachers' Institutes.

The first was held in Worcester, Feb. 18—21, 1852, and was in session two half days and three evenings, between Wednesday noon and Saturday noon. A select course of instruction was given by Messrs. Guyot, Russell, Greene, Colburn, and Whitaker, and brief addresses were made by the Mayor, the Hon. T. Kinnicutt, and the Hon. I. Davis, and by Rev. H. James, of Wrentham. The number of teachers in attendance was about forty. This being the first experiment of the kind, it was deemed expedient to proceed cautiously until we should learn what obstacles were to be overcome, and what peculiar advantages this kind of Institutes might possess. Everything was found to be so different from those held in the country towns, that our experience in the latter proved to be of but little use. In the country towns, large public meetings are of rare occurrence, and there is much novelty and excitement in having one or two hundred teachers from abroad distributed in all the families of a village, and distinguished lecturers in the evenings, attracting intelligent citizens from all the adjoining towns. In cities, it cannot be so. Few or no guests are to be entertained from abroad; and public addresses are in themselves no uncommon thing. But unexpected advantages in the City Institutes were found in the efficiency and powerful influence of the school committees and city authori-

ties, and in the prompt and hearty coöperation of distinguished citizens.

The second Teachers' Institute for cities was held in Lowell, Feb. 25—28. The arrangements were the same as at Worcester, except that the time was extended into Saturday afternoon. The number of teachers in attendance was about one hundred. Much interest was manifested on the part of the citizens, and ready aid was furnished by those in authority, and by the principal teachers in the higher schools.

The third was held at Cambridge, precisely in the same manner as in Lowell. The attendance of the citizens, which was small on the first day, became better on the second, and quite large Friday evening and all day Saturday. The teachers of Cambridge were generally present. Nothing could be more admirable than the provisions made by the school committee and city government.

The fourth was held in Roxbury, March 17—20. About forty teachers were present the first day, and about sixty the remainder of the time. The evening audiences were small at first, but became large in the end, though the weather was stormy. In other respects, the remarks made of the preceding Institutes are applicable to this.

The next City Institute was held in Boston, May 12—15, which must be considered as forming an era in the history of these institutions. It held its sessions four afternoons and evenings, beginning Wednesday afternoon and closing Saturday evening. Though it was stormy weather during the whole time, reducing the audiences much below what they would otherwise have been, the attendance of the Boston teachers was full and uniform. The hall of the Lowell Institute was procured for our use by the city government, and every aid which could be desired was rendered by it, and by the superintendent of the public schools, and the school committee. Courses of instruction were given in the afternoons in geography and drawing by Professors Guyot and Whitaker, and three evening lectures by Prof. Agassiz, and one by Prof. Guyot. Highly instructive and valuable addresses were delivered by Hon. Samuel A. Elliot, Prof. C. C. Felton, Hon. George S. Hillard, Hon. Robert C. Winthrop, and George B. Emerson, Esq., nearly all of which were published by

request, and shorter addresses were made by His Excellency the Governor, his Honor the Mayor, and the Superintendent of the Public Schools. Cheering and animated remarks, with assurances of cordial coöperation were also made by a gentleman appointed for that purpose by the teachers of Boston. Such an example of public spirit in the advancement of education given by the metropolis, cannot fail to have a happy influence upon other cities where Teachers' Institutes shall be held.

The sixth and last Teachers' Institute for the season, was held in Charlestown, June 2—5, 1852. By this time it came to be known that it was the interest of the cities to suspend the schools during these Institutes, and give the teachers the whole time from Wednesday noon till Saturday evening. The consequence was that a more thorough course of instruction was given, and a much deeper interest excited among the teachers at Charlestown, than at any previous Institute of the kind.\* It is confidently believed that, during the next season, still more can be accomplished. We have been earnestly requested to meet again in the same cities, with assurances that such arrangements shall be made as are suggested by the light of past experience. The Institutes here named did not exhaust the appropriation made for that purpose.

#### AGENTS OF THE BOARD.

An experiment of nearly two years has fully established the utility, perhaps I should say, the necessity, of a State Agency, as

\* I subjoin the following order of exercises, printed on that occasion:—

Programme of exercises of the Charlestown Teachers' Institute, to commence on Wednesday, June 2, 1852, at 2 o'clock, P. M., at the City Hall, and to continue every day and evening through the week.

#### WEDNESDAY.

From 2 to 3 o'clock, Lecture by Prof. A. Guyot; 3 to 4, by Prof. S. S. Greene; 4 to 5, by Prof. Wm. J. Whitaker. Evening Lecture at half past seven o'clock, by Prof. Agassiz.

#### THURSDAY.

From 9 to 10 o'clock, Lecture by Prof. Greene; 10 to 11, by Prof. Russell; 11 to 12, by Prof. Guyot; 2 to 3, by Prof. Guyot; 3 to 4, by Prof. Russell; 4 to 5, by Prof. Whitaker. Evening Lecture at half-past seven o'clock, by Prof. Agassiz.

#### FRIDAY.

From 9 to 10 o'clock, Lecture by Mr. D. P. Colburn; 10 to 11, by Prof. Russell; 11 to 12, by Prof. Guyot; 2 to 3, by Mr. Colburn; 3 to 4, by Prof. Russell; 4 to 5, by Prof. Whitaker. Evening Lecture at half-past seven o'clock, by Prof. Guyot.

#### SATURDAY.

From 9 to 10 o'clock, Lecture by Mr. Colburn; 10 to 11, by Prof. Russell; 11 to 12, by Prof. Whitaker; 2 to 3, by Mr. Colburn; 3 to 4, by Prof. Russell; 4 to 5, by Prof. Whitaker. Evening Lecture at half-past seven o'clock, by Prof. Agassiz.

an auxiliary to towns, school committees, and teachers. There have been two kinds of agents, with different spheres of duty, from the beginning ; the one a man of legislative experience and of popular address, the other a practical teacher, who was also familiar with the whole subject of the direction and superintendence of schools. The office of the former has been to explain the plans of the legislature in respect to schools, and to draw the attention of the people at large to the necessity of coöperating with the government in carrying out those plans. The office of the latter has been to carry improvements to every town and district in the State in respect to the control exercised over the schools by towns and committees, and the methods of instruction and discipline adopted by the teachers. The gentlemen employed in these two kinds of service the first year, were Hon. N. P. Banks, and Prof. S. S. Greene, now Superintendent of the public schools of Providence ; those employed the last year were Hon. Charles W. Upham, and Daniel Leach, Esq., formerly teacher of the high school, and subsequently chairman of the school committee of Roxbury. It should be stated, however, that the services of Messrs. Banks and Upham were engaged only for that part of the year most favorable for holding public meetings, while the other gentlemen were appointed as permanent agents with a fixed salary. This arrangement was undoubtedly the best for the time. There was a two-fold work to be performed, for want of which the schools of many towns were languishing. Circumstances are somewhat different now. Both classes of agents have gone nearly over the State ; and every town has been visited by one or the other, or both. The demand for public lectures on the importance of education, and on the nature and value of our State system, which was strongest at first, though it still continues, and offers opportunities for effecting great good, is nevertheless diminishing, because the more there is accomplished, the less remains to be done. Meanwhile the demand for the other kind of service is rapidly increasing. It is found that we have struck upon a vein here which grows larger and richer the deeper we penetrate into it, as will appear from the following particulars.

It often happens that committees are appointed to superintend the schools, who, though men of general intelligence and of pub-

lic spirit, have no experience, nor specific information relating to the duties of their office. This is the more liable to occur, as the school committees are appointed annually by popular vote. If the committee were so constituted that one member were to go out and one member to come in annually, there would then be a security that the majority should in no instance be inexperienced men. But, beside the mutations that will be likely to take place from ordinary causes, there are the disturbing influences of partizanship extending to all municipal elections, and so influencing the choice of school committees as seriously to threaten the interests of the schools. The school committees, on whatever ground appointed, generally find their duties perplexing, and their responsibilities oppressive. They for the most part eagerly seek advice and information when visited by a person whom they know to be professionally trained as an educator, and thoroughly versed in all those matters of policy on which questions arise in the management of schools. They feel the need of consulting with one who has had a large experience both as teacher and as member of the school committee, who has carefully studied all the laws that have been passed, and the decisions of the supreme court that have been made respecting schools, and has, moreover, visited all the best schools in the State, to ascertain their methods of instruction and government. Visited by an agent who is thus qualified, and who comes with such aims, the committees are supported and encouraged. They frequently derive benefit from his joining them in their deliberations, and aiding them in their work. The policy adopted by the town, or by the committee; the pecuniary means provided for maintaining schools; the mode of procuring teachers; the division of the schools, and the distribution of pupils and teachers; the condition of the houses, furniture, and apparatus; the manner of superintending and inspecting the schools, all pass under review. If the general state of things is good, improvements in the details are pointed out, and the practice of other and more successful towns referred to. If, as is often the case, there is a great inefficiency in the operation of the schools, arising from a want of knowledge in the management of them, the whole subject is spread out before the committee; and, after the advantages and disadvantages of their position and circumstances have been carefully

weighed, a specific plan is laid out, and aid rendered, if necessary, in beginning to act upon it. In such instances visits need to be repeated so as to make it sure that a good beginning will be followed out till the object is fully accomplished. The most common error is that of acting without plan. The number of schools needed, the number, age and attainments of pupils appropriate to each, the peculiar qualifications of teachers required for their respective schools, and a proper arrangement in respect to principal teachers and their assistants, are all matters of the highest moment ; and yet they are often almost entirely overlooked, and schools are allowed to proceed in the customary way, without any inquiry as to the adaptedness of the general system to the end in view. A single hour's conversation with a sensible committee will enable the agent, in nearly all such cases, to convince them that a better arrangement is both desirable and practicable. But the history and circumstances of a town with respect to the management of its schools must first be known to the agent ; he must visit the localities, and learn how far the people are accommodated, and how far facilities for better accommodation exist, and confer with the committee on all the points that constitute the peculiarity of their case, before he will be able to form a plan for them, and suggest the proper way of carrying it into execution.

It often, very often happens, that committees or towns proceed to the erection of new school-houses, without a clear comprehension of what is needed. Sometimes two or three school-houses of the same form and dimensions are built not very far from each other, where one, or, at most, two, suitably placed, and properly constructed for different grades of schools, would be better. School-houses, thus placed in the vicinity of each other, are not only needlessly expensive, but prevent a proper classification of the schools, and thus fasten upon the town for a whole generation a defective system of instruction. During the past year several such injudicious arrangements have been prevented by timely suggestions, while others have come to light when it was too late. It may safely be affirmed that \$10,000 have in this way been saved in one year, to say nothing of rescuing towns and districts from being committed to a bad system which otherwise, for a long time, might have remained like an incubus upon their schools. No one who is acquainted with the extent

to which the injudicious erection of school-houses is now carried, can fail to perceive the great public utility of an agency established for the express purpose of carrying all the improvements connected with schools to every obscure town in the Commonwealth, and especially visiting all those places which are contemplating changes in their system, and of giving all needful information to committees before their plans are matured and executed.

Another principal object of attention with the agent, is the improvement of the instruction given in the schools. It is found upon examination, that there are many young teachers who are but indifferently versed in the art of teaching. Others, who have more or less knowledge of the theory of teaching, have not yet learned to apply it with skill to the actual circumstances of their schools. The agent visits them in their schools for the express purpose of rendering them the aid they need. At first, it was his practice to meet the teachers apart, the schools being suspended, and to spend a day with them in giving such exercises and making such suggestions as appeared to be most needed. Afterwards, it was deemed more expedient to see the teachers in their own schools, and to give specimens of model teaching, taking up, in their regular course, the lessons of the day. An important object hereby secured was the more perfect adaptation of the assistance rendered to the circumstances and practical wants of the teacher. But as it would require too much time to go through the 4,000 schools of the State in this way, remaining in each long enough to exemplify modes of teaching in all the studies, a method was adopted which united the advantages of the other two, namely, of having all the schools in the town but one suspended, and all the teachers and the committee spend the whole day in that school, while the agent should teach in their presence from morning to night, illustrating the improved modes of teaching in all the branches of study. A two-fold object is thus gained—a practical illustration of the principles taught in the Normal Schools and in the Teachers' Institutes is given to teachers, and the same light is given to school committees, preparing them to act in harmony with the teachers; and suggesting the points to which they should attend in conducting the examination of the schools. These visits are so highly prized, both by

school committees and teachers, that requests for a repetition of them are often made. The impression is produced that the work thus begun could be prosecuted indefinitely with great advantage; and every attempt to supply the demand only increases it.

Thus, it appears, that the experiment made by the State, has led to the discovery of a more definite sphere of action, differing somewhat from that first contemplated, but, at the same time, demonstrating the great importance and utility of a permanent agency, in the clearest manner. It is pertinent here to remark, that completeness and unity are given to the operations of the Board of Education by the addition of this as a component part of the system. A simultaneous and harmonious action, emanating from one source, and tending to one result,—the improvement of the instruction given in the schools, extends over the Commonwealth. The Normal Schools, the Teachers' Institutes, now greatly increased in number, and the Agents of the Board, all have their appropriate spheres, bound together by mutual dependencies, each being the complement of the others.

It is, therefore, recommended that the appropriation made by the Legislature for this purpose, April 1, 1851, for a period of two years, be continued.

The statistical tables in the Appendix are of great value, as a summary of important facts pertaining to the public schools, showing the liberality with which they are supported, and presenting a permanent record of their history and progress. The tabular statements are derived from the returns of the school committees, which have been constantly improving in fulness and accuracy, and which give a just view of our common schools in respect to the matters returned. The evidence thus furnished of the regular advance of the cause of popular education, is highly gratifying. On this subject the reader is referred to some remarks and calculations which immediately precede the abstract of school returns. Among the graduated tables will be found a new table, constructed to show the ratio of the valuation of each town to its appropriation for public schools. Objections have often been made, from various sources to the table which has been given for several years showing the sum appropriated, per child, as not giving a just view of the comparative liberality of



the several towns. The rank of towns in this respect may now be seen by different modes of comparison.

Dictionaries furnished to the Public Schools at the expense of the Commonwealth, during the year ending December 31, 1852, according to the Resolves of May 2, 1850 :—Webster's, 60 copies ; Worcester's, 1 copy ; at an expense of \$242.

Whole number of copies furnished since the Resolves took effect :—Webster's Dictionary, 3,118 ; Worcester's Dictionary, 112 ; total expense to the Commonwealth to January 1, 1853, \$12,696.

*Summary of Statistics relating to the Public Schools of the Commonwealth.*

No. of towns in the Commonwealth,	.	.	325
No. of towns that have made returns,	.	.	322
No. of towns that made no returns,*	.	.	0
Three towns (Winthrop, Swampscot, and Marion)			
were incorporated at the last session of the			
Legislature, and are included in the towns of			
which they respectively formed a part,	.	.	3
No. of Public Schools in the State,	.	.	4,056
Increase of Public Schools for the year,	.	.	69
No. of persons in the State between 5 and 15 years			
of age,	.	.	202,880
Increase of persons between 5 and 15, for the year,			6,344
No. of scholars, of all ages, in all the Public Schools,			
in summer,	.	.	185,752
Increase, for the year, of attendance in summer,	.	.	6,255
No. of scholars, of all ages, in all the Public Schools,			
in winter,	.	.	199,183
Decrease, for the year, of attendance in winter,	.	.	246
Average attendance in all the Public Schools in			
summer,	.	.	136,309
Increase for the year,	.	.	3,887
Average attendance in all the Public Schools in			
winter,	.	.	152,645

\* The returns of one town (Erving) were received too late to be included in the abstract of school returns.

Increase for the year, . . . . .	81
Ratio of the mean average attendance upon the Public Schools, to the whole number of children between 5 and 15 years of age, expressed in de- cimals, . . . . .	.71
No. of children under 5, attending Public Schools,	18,260
Increase for the year, . . . . .	503
No. of persons over 15, attending Public Schools,	21,695
Increase for the year, . . . . .	699
No. of teachers in summer,—males, 369 ; females, 3,973 ; total, . . . . .	4,342
Increase for the year,—males, 24 ; females, 97 ; total,	121
No. of teachers in winter,—males, 2,085 ; females, 2,483 ; total, . . . . .	4,568
Decrease of male teachers in winter, . . . . .	2
Increase of female teachers in winter, . . . . .	97
No. of different persons employed as teachers in the Public Schools, during the year,—males, 2,150 ; females, 4,856 ; total, . . . . .	7,006
Increase for the year, . . . . .	15
Average length of Public Schools, 7 months, 15 days.	
Average wages of male teachers per month, includ- ing board, . . . . .	\$37 26
Average wages of female teachers per month, in- cluding board, . . . . .	15 36
Amount of money raised by taxes for the support of schools, including only the wages of teachers, board and fuel, . . . . .	910,216 04
Decrease for the year, . . . . .	5,623 49
Increase for the year, in the whole State, exclusive of Suffolk Co., . . . . .	
Amount of voluntary contributions of board, fuel, and money, to maintain or prolong Public Schools,	39,778 87
Amount of money appropriated to schools, as in- come of local funds, . . . . .	37,174 63
Amount received by the towns as their share of the income of the State School Fund, . . . . .	41,558 22
Increase from the last year, . . . . .	4,187 71

Aggregate expended on Public Schools, for wages, fuel, and superintendence, . . . . .	1,036,646	32
Increase for the year, . . . . .	14,870	66
Amount raised by taxes, (including income of sur- plus revenue,) for the education of each child in the State between 5 and 15, per child, . . . . .	4	54
Decrease for the year, . . . . .		17
The law requires each town to raise by tax, at least \$1 50 per child between 5 and 15, as a condition of receiving a share of the income of the State School Fund.		
All the towns have raised \$1 50 or more, for each child between 5 and 15, according to returns.		
No. of towns that have raised the sum of \$3, or more, per child, between 5 and 15, . . . . .		180
Increase for the year, . . . . .		7
No. of incorporated academies returned, . . . . .		71
Average number of scholars, . . . . .	4,220	
Aggregate paid for tuition, . . . . .	\$82,580	29
No. of private schools, . . . . .		749
Decrease from last year, . . . . .		36
Estimated average attendance upon private schools, . . . . .	16,131	
Estimated amount paid for tuition in private schools, . . . . .	\$231,967	28
Amount expended on public and private schools, and academies, exclusive of the cost of repairing and erecting school edifices, . . . . .	1,351,193	89

BARNAS SEARS,

*Secretary of the Board of Education.*

Boston, December 15, 1852.

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ABSTRACT

OF THE

SCHOOL COMMITTEES' REPORTS.

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## THE DISTRICT SYSTEM OF SCHOOLS.

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### SUFFOLK COUNTY.

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#### NORTH CHELSEA.

We are gratified to find a more uniform and an increased attendance at the school,—*almost double*, in the fall term, that of the preceding year ; and this not the result of *increased population*, for but one child has been added to the district between the ages of five and fifteen, but of *increased confidence*.

Your teacher has had *time* to establish himself and enlarge his borders ; time to learn the distinctive peculiarities of children and parents, and apply himself accordingly. He begins to know and be known. He is now recognized as a townsman, neighbor, settled resident : is appreciated as a man, valued as a friend, and as a social brother and member of our race. This is the way to confirm a teacher and make him useful. He must become a *fixed fact* among us before he can do anything to advantage. Incessant changes destroy all confidence, exclude all sympathy, ruin a school. There are many children, and even parents, that the *stranger* cannot approach, but to cause suspicions, mistakes, and offences ; but the *tried* and *well-approved* teacher can reach and benefit all.

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### ESSEX COUNTY.

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#### ANDOVER.

But permanence in our teachers is a thing no less to be considered than excellence. It is the custom of many districts to change teachers nearly every term. This is regarded by the committee as an expensive evil. A teacher, between whom and the school there is a mutual acquaintance, has many important advantages over a stranger. He is familiar with the natural characteristics of his scholars, and this is a cardinal point in successful school-keeping ; he knows their degree of proficiency, and is prepared to carry the school forward with rapid progress from the day of its commencement. A stranger, however excellent he may be as a teacher, has all this to learn ; and it usually requires from two to four weeks

to get the school thoroughly under way. We believe that every teacher of capacity for his position, has the conviction that a second term in almost any school would be worth from one-quarter to one-third more than the first. If this be correct we are needlessly, in many cases, suffering a great loss of money and of learning. This subject should be more thoroughly considered. In every department of business but that of school-keeping, — and in our larger towns this forms no exception, — we recognize the evils of frequent change. Every society and business man considers a change of agents and clerks to be a serious evil; sometimes necessary it may be, but that necessity is always regretted. So it should be in this case. One good teacher even, should not be cast off for another; much less should we exchange a certainty for an uncertainty. Committees, in employing teachers, should have reference to the question whether, if they give satisfaction, their services may be obtained for a succession of terms. Other things being equal, those who make teaching a leading business in which their minds and hearts are interested, should have the preference. They have more at stake, they are more reliable, and are more likely to be permanent and successful.

As a means of securing the best of teachers, and also their permanence, the committee would submit whether it would not be well to adopt a rule, that the prudential committees should in all cases confer with the town's committee — the two acting in a joint capacity — in the matter of hiring teachers. Such an arrangement would, as we think, have important advantages. The town's committee are in a situation to be better acquainted with the state of the schools, the teachers that are available, and also their qualifications, than, as a general fact, are the prudential committees of our several districts.

### ESSEX.

In the last year's report it was suggested, that our school districts, for proper consideration, give up their property to the town, and that the town establish a higher grade of schools. A committee was chosen by the town, and instructed to report upon these subjects at the annual town meeting.

Should the report of that committee be adverse to the project, and should the town accept it, we should still feel bound to urge, with all our abilities, the necessity of a change, similar to that recommended by the school committee of last year. Every year brings fresh evidence of the wisdom of such a course.

As the reform in the district system, and the proposed establishing of a higher grade of schools, are questions not necessarily connected, we will discuss them separately; and, first, the proposed retrocession of the district's powers to the town.

Our fellow citizens must not believe that the idea of retroceding the powers of districts to towns, is a new-fangled notion of their committee. The cry of one hundred school committees, from different parts of the State, has been heard in our legislature. In 1850, there were seventeen towns that had abolished their district system; and it would not be an overestimate to say, there are 40 towns that have, since that time, followed their example.



## GEORGETOWN.

Too much importance cannot be attached to hiring able and efficient teachers ; and here we must take the risk of the accusation that the committee want more power.

We think it would advance the interest of the schools to leave the power of hiring teachers with the superintending committee, that the power to hire, examine, approve and remove, should go together. We think, in this way, the efficiency and usefulness of the schools would be increased. It should be the object of the town to provide ample means for the education of the children in town, and at as little expense as possible. We are satisfied that before the greatest benefit can be derived from the money raised, there must be a classification of the scholars in town, according to their acquirements. The idea is not new, but has been frequently alluded to and discussed in our school report, and the experience of each year confirms the suggestions made two years since, on the same subject.

## GLOUCESTER.

The policy of the town with respect to the management of the schools may now be considered as settled : for though the plan upon which they are conducted, like all other human work, may admit of improvement, it is so generally satisfactory to our citizens, that no material alteration is expected or desired—none, certainly, that would place the schools again under the old district system. The present system has now had one complete year of trial. It has furnished equal school privileges to all the children of the town, and by the liberal appropriation of school money made at the last annual meeting, has given them a larger amount of schooling than they have ever before enjoyed—the maximum amount deemed desirable by the committee. These great ends obtained, it only remains for the town to commit the management of the schools into such hands as will continue the work already in successful operation, and proceed to make them the instruments of intellectual culture and high moral influence, of which we stand in so great need.

## HAMILTON.

Before closing, we have a word to say on a subject already alluded to. We refer to the policy of placing the nomination of the teacher in a body distinct from the school committee. We say the nomination—we might almost say the virtual selection, so rarely would it be expedient, that the town's committee should reject the nomination, though in their estimate the candidate should be incompetent, since such a rejection would generally stir up a feeling of prejudice and party opposition against the teacher afterwards selected, which would so effectually disturb the harmony, and hinder the advancement of the school as to outweigh the gain in his superior acquirement. Thus, whenever the town's committee are presented with a candidate unworthy of approval, they are driven to choose between two evils : on the one hand, to confirm a teacher more or less unfit for his duties, or by rejecting him to throw into the district a bone of contention for the winter—a system which thus exposes the committee to the horns of a dilemma should not be retained. But it may be suggested that the prudential committee are as likely to select a competent teacher as the town's committee. We think not. The prudential com-

mittee being a single individual, and being in no way responsible to the town for the character of the teacher, or the prosperity of the school, is very liable to consult his personal preferences. You hold your town's committee responsible for the state of your schools; and yet you first cripple them so that they cannot act freely in reference to that most important element of their success—the selection of a teacher. The town's committee would, by their number, be less liable to be influenced by favoritism, and also in the selection of a teacher would be able to put over each school that one of the candidates best adapted to its wants.

Much more might be said upon this matter, but we think that at least the town might for one year try the experiment of giving the town's committee the entire control of this matter. The district system seems well adapted to the condition of the town, and with a population so scattered, a gradation of schools would not seem to be feasible.

### HAVERHILL.

In examining the report of last year, or of any preceding year, one is struck with the *alarming inequality* in the advantages of schooling enjoyed by different parts of the town. While some good schools continue 32, 36, and 42 weeks, the length of several others varies only from 18 to 24 weeks. The schools in districts No. 3, 5, 6, 10, 12, 13 and 14, continued upon an average, less than 24 weeks, and for considerably more than half of this time were taught by females. Some were taught by females only. The inequality is the more glaring from the fact that these short schools frequently stand side by side with the longest; the children of one family having four or five months for idleness or play, while the children of the nearest neighbor have the best of instruction during that same period. Now this fact indicates both a cause and a remedy, in part at least, of this sad inequality. These short schools are in the small districts which have seceded from the larger ones for the sake of having a school nearer at home. The practical consequence has been, that in bringing a little school *house* near their own door, they have removed themselves beyond the reach of a good *school* for nearly one-half of the year. While we admit that it is impossible fully to equalize the advantages of education throughout the town, we are sure an approximation can easily be made towards such a desirable result. Districts 12, 13 and 14 ought never to have had a separate existence. They would find it greatly for their interest to annex themselves to their neighbors, or meet them on some intermediate ground. As the town has the honor of having dissected No. 6, into Nos. 6, 13, and 14, it is hoped it will soon take to itself the greater honor of putting the fragments together again. It is presumed the power which divorced them can also unite them; and it is presumed, moreover, that the wisdom of the latter step would do something to atone for the folly of the former one. Nos. 3, 5 and 10 are so separated from others as to render such a union more difficult; and still the possibility of such a union should awaken serious inquiry whether the measure is not also practicable. After the districts shall have been arranged as judiciously as possible, then the small ones which remain (if any such there be) should receive the special protection and aid of the town, and should not be put upon the short allowance of money that would fall to them merely according to the number of their scholars, or the amount of taxable

property in the district. It is the duty and the interest of the town to be generous in this matter with the few districts that are so situated as to be of necessity, very small.

#### LAWRENCE.

Our system of schools, in our opinion, is the best that could be adopted by us ; and of its many and manifest advantages some towns in our vicinity are so thoroughly convinced, that they are adopting it, so far as their circumstances will permit.

#### LYNN.

The elevated condition of the schools in Lynn is doubtless owing, in part, to one important feature in the administration of successive school committees, for many years past. We allude to a policy which has carried forward the improvements incident to the age, under the checks of a wise conservatism. Extremes in either direction have been avoided. In a review of the course adopted in past years, it will be found, in the general, that few rash and uncalled for innovations on established usages have been made, while no ultra conservatism has stood in the way of adopting any improvement as soon as it clearly appeared to be an improvement. The result has been, that there have been few instances of one committee undoing the work of a preceding committee, and few instances of retracting important steps that had been taken. So that, in the aggregate, great improvements have been made in the course of years, without any perceptible jars to our educational machinery; or injuries by false steps in the way of improvement.

This general policy has done much to secure to us, to a great extent, the advantage of *permanency of teachers*. In this respect this city has been peculiarly fortunate, having valued teachers who have been in its service many years, and one who has become a veteran in it, having occupied the same post of duty over twenty years, and carried forward his school, in a course of progressive elevation, from the beginning till now ; and having been, in multiplied instances, the teacher of teachers ; and having raised up around him a generation of intelligent men of business, whose lives attest the value of his labors. No argument can set forth the advantages of permanency of teachers, i. e. in good teachers, so impressively as such an example as this. It should be made a point of great interest, when we have got good teachers, to keep them as long as possible. For, in process of time, a teacher acquires an influence and force of character with his school, which is of as much value as his personal exertions. A teacher who has labored long and successfully in his place, whose success has given him the confidence of parents and an influence over the children, causes the force of his character to be felt in every touch upon the springs of the mind of his pupil. And his labors are manifold more productive than they could be among strangers.

#### MANCHESTER.

In the selection of our teachers, we employed five of the eight who had been regularly fitted for teaching at the State Normal schools, believing that teachers educated at these schools would be better prepared to instruct our schools, other things being equal, than those educated elsewhere, and

we are satisfied that we did not err in our conclusions. As far as our experience goes, we have found them more methodical in their arrangements, and more thorough in their instruction, than the generality of teachers.

We have continued the gradation system, adopted by our predecessors, believing fully in its importance where density of population renders its adoption convenient.

We engaged our teachers last spring, by the year, instead of by the month, as formerly, and four of them have fulfilled their engagements.

### MARBLEHEAD.

It is with much pleasure that your committee are able to report encouraging progress in the general condition of the schools during the past year. In the amount and quality of the instruction, in the punctuality, average of attendance and proficiency, in the manners and morals of the pupils, in the diligence, energy and efficiency of the teachers, and in the interest and coöperation of parents, there has been commendable improvement; affording satisfactory testimony that the cause of education among us is making hopeful advancement; that more enlightened views and correct conceptions of its nature and objects, of the means and instrumentalities of its promotion, are working salutary changes in the minds of the community.

**GRADATION OF SCHOOLS.** This subject engaged the earnest attention of your committee. In a town like ours, of small territory and dense population, the importance and economy of a proper gradation of its schools must readily be seen of all. It is a saving of time, of labor, and of money. It facilitates the classification of the scholars, by bringing those of the same proficiency together, so that a large number may be taught at the same time by a single instructor. It requires no longer time to hear a class of *twenty* recite a given lesson, than to hear *one* separately; and the instruction imparted will be more effectively impressed on the minds of the learners. The salutary influence of companionship in study also operates with peculiar force upon the young. Nothing can better awaken that mental activity, so essential to success in teaching, than the mutual action of mind upon mind in a large class of animated, intelligent, ambitious scholars.

This organization likewise secures a true "division of labor" among the teachers; requiring each to perform the *exact portion assigned*, without interfering with that of another. The primary, the intermediate, the grammar, and the high school has each its appointed work, in its own appointed sphere of labor; so that no two teachers, in the different grades of schools, shall be occupied in hearing the same lessons, or teaching from the same books the same class of studies. This is an immense economy of labor.

Regularity, promptness, and efficiency, in the operation of the respective schools, are secured. There is a time for everything, and everything for its time. The school should be opened at the time assigned, every pupil in his place, and the touch of the bell call every one to order. All the exercises should then go forward by the clock; each pupil knowing precisely what is his lesson, and at what time he will be called upon to recite it. This exactness and precision can only be sustained in properly graded and classified schools, enabling the teacher to reduce all his

exercises to system, and to conduct the members of his classes steadily forward in their appointed studies.

Your committee feel amply rewarded for their unwearied efforts to accomplish this gradation of the schools, by the assurance, that if sustained, and strictly adhered to, it will be of incalculable benefit to the educational interests of the rising generation.

#### METHUEN.

In respect to the schools in town the past year we are constrained to say, that taken collectively, they have not probably succeeded as well as they have usually done for a few years past.

There are various causes that have conspired to produce this result. It will be recollected that in the former part of the year, the school districts were reconstructed. This operation resulted in the formation of two new districts. The school money was necessarily divided into a greater number of parts, and consequently, giving to each school a less amount as their share. Hence the schools were made shorter. One-sixth of the amount has been subtracted from each of the original schools; and as they have usually averaged about thirty weeks each, the reduction in the length of the schools has been about five weeks.

There is another circumstance which has a tendency to depreciate the schools, and which has occurred during the past year more than is usually the case. We refer to the change of teachers. This difficulty attending the schools, is spoken of in almost all the school reports throughout the Commonwealth as a grievous evil, and the worst of it is, it is not properly estimated as such by the community.

It must necessarily operate to the detriment of the schools to some extent, so long as it is deemed necessary to have a male teacher in the schools in the winter that employ a female teacher in the summer term.

There were in operation during the summer, nine schools. Three of the teachers only had ever been employed in the same schools before. These three were in Village District. These have been engaged in their respective stations for a series of terms. There were in operation in the winter eleven schools. Three of these had the same teachers that were engaged in them during the summer term. These were also in the village.

You will observe there were twenty school terms in all the schools in town during the year.

For these twenty terms, twenty-two teachers were employed. Three of these schools it will also be observed, had each one teacher for both terms, summer and winter. If you deduct these six terms from the whole amount, and the three teachers from the whole amount, it will leave nineteen teachers for fourteen terms. But still worse, three of your schools had during the year, ten teachers.

It must be obvious to every reflecting mind, that such frequent changes in the teachers must be injurious to the success of the schools.

It is the law of the Commonwealth that the superintending committee shall select the teachers unless the town at the annual meeting shall by vote transfer that duty to the prudential committees of the districts. Such a transfer of duty was voted by the town at the last annual meeting.

Your committee were happy to acquiesce in that decision, it being the

express wish of the town legally made ; and, as it relieved them of a great responsibility, yet we cannot but doubt the propriety of the measure as an established rule. And when the town shall by an express vote reverse that decision, we are constrained to believe the act will conduce to the advancement of the schools. We say by an express vote, because we consider it is inexpedient to adopt any policy in the administration of public affairs not sustained by public sentiment.

And it is worthy of remark that, in all the annual reports of the school committees throughout the State for the past two years, only two of them have recommended the selection of the teachers by the prudential committees, and those in a qualified sense.

Here too you have the testimony of men whose position in relation to the schools, and whose experience and observation in the discharge of their official duties, gives them an opportunity to form correct conclusions.

We believe that if this plan was adopted, it would lighten, rather than increase the burthen of duty of the superintending committee. We should have a better selection of teachers, and less change made of them in the schools, and a more permanent and uniform policy would be pursued in their management.

#### MIDDLETON.

More scrutiny is necessary on the part of school committees in small towns, whose schools, in point of attainments, have not stood so high as those of other places, inasmuch as inexperienced and incompetent teachers will flock to such places for employment. Where this fact is not anticipated, unworthy applicants, possessed of a fair exterior, and more self-esteem than knowledge of those things necessary to constitute a good teacher, may, and frequently do, practice deception upon committees.

The unfortunate occurrence in this district, with which all are familiar, was the result of having so many agents to employ one man. Had this business been given to a less number to do, it might have been done better. It is an old saying, that "too many cooks spoil the broth." The opinion is fast becoming prevalent, that it would be better to dispense with the office of prudential committee. We see no reason why this should not be done, and the whole charge of the schools be given to the superintending committee. Do this, and there would be no such a thing as a misunderstanding between the two committees.

#### NEWBURYPORT.

In concluding this report, the school committee would congratulate the city upon the general flourishing condition of the schools. Seldom have they ever presented so fair a prospect, as they now do, of continued and increasing prosperity and usefulness. We do not say they are perfect — we do not say that they may not present occasional defects in discipline and in modes of instruction ; but, we are happy to be able to say, that we have a body of faithful and competent teachers, who are not only ready, but always desirous to receive suggestions from the committee, and to coöperate with them in all measures deemed necessary for the common good.

We need not, fellow citizens, commend these schools to your care. Your liberal appropriations, your constant support, your unceasing interest in their behalf, afford sufficient assurance that you require no persuasion from us, to induce you to continue to cherish and protect these institutions, at once the pride of the present, and the hope of the coming generation.

#### ROCKPORT.

In closing this report, we cannot forbear urging upon the consideration of the town, the importance of giving up our present system, and adopting some better and more economical method of organization. We think the time has arrived, and passed long ago, when something should be done, some action should be taken by the town. No inconsiderable portion of our money is wasted in fruitless labor bestowed upon such heterogeneous masses, as we now find in our schools. Our present system obliges us to pay the same wages for the instruction of the youngest as for the oldest scholars. Were our schools graded, it would not be so. Good teachers, well qualified for the respective grades, might be easily obtained; and it would not be necessary to employ as many male teachers, as we now do. Good competent females, would be more useful to at least one-fourth of the number of the scholars in our winter schools, than males; and at one-half the expense. This very winter, under the arrangement suggested, with the accommodations that we now have at command and with the addition of sixty dollars more than we have already expended, one hundred and twenty scholars more might have been at school.

#### SALISBURY.

Coöperation between the town and prudential committees is highly necessary to the success of our public school system. In addition to this, it is necessary that each party should become acquainted, to some extent, at least, with the statutes which define their respective duties; and then, that something approximating, at least, to a spirit of common courtesy, be displayed at the points where their respective duties meet. If such coöperation cannot be had, the school which may be established despite thereof becomes a field for the display of prejudice, jealousy, and other marks of degradation, rather than a place where the efforts of *men* are concentrated for the cultivation and development of mind and the elevation of society.

#### WENHAM.

There are, however, a number of things we beg leave to suggest in this connection, which might be effected greatly to the improvement of our schools.

First, if it could be done intelligently, and harmoniously, we would say, abolish the *district system*. This is believed to be one of the greatest hindrances to the successful operations of the common free school system. It divides the town into as many jealous parties as there are districts, and often gives to one portion of the children advantages far superior to those of another part; whereas the principle upon which our school laws are based is, that every child shall equally have the opportunities of a common education.

Another suggestion we would make is, that so long as the district sys-

tem does exist, the choice and engagement of the teachers should be left in the hands of the town's committee instead of being transferred to the prudential committee, provided the town could do it harmoniously. In the fourth district, last spring, at two different school-meetings, two different prudential committees were chosen, one meeting declaring the other illegal. The consequence was, that neither committee moved to secure a teacher until some weeks after the other schools in town had begun, and not until teachers were, for the most part, engaged. At last, in the hurry of business, a person was engaged. She was presented to one of the committee for examination an hour before she was to begin school; to him an entire stranger. He, also, having just returned from an absence from town, was but poorly prepared to go into the minutia of an examination. It seemed best to permit her to begin the school, though it became apparent afterwards that she was not competent to the task. We are continually exposed to like embarrassments, when the prudential committee attend to the business of engaging teachers. But yet, if districts will feel that their rights are invaded unless their committee select the teacher, then by all means give it into their hands.

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## MIDDLESEX COUNTY.

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### ASHLAND.

PERMANENT TEACHERS.—We would call the attention of Prudential Committees to the great advantage of *permanent* teachers. In nearly all towns, it is too much the practice to make frequent changes in this important office. It appears, sometimes, as if the counsel of an experienced instructor, who *satirically* advises committees to "change teachers, at least, *twice* a year," were faithfully regarded. The reason which he gives for the practice is the best which can be suggested, viz.: "*a new broom sweeps clean.*" Even when teachers have been eminently successful, there has been witnessed this inclination to change.

A term of *nine* weeks in length, under the supervision of a good teacher, who is *familiar* with the scholars, is fully equal, in profit, to one of *twelve* weeks, in charge of a stranger. We are confident that the loss in changing a known, successful teacher for a stranger, even on the supposition that the latter is equally competent, is, at least, *twenty-five per cent.* Besides, there is always more or less risk incurred in making the change. Therefore, we would recommend that prudential committees procure the services of former teachers, who have been faithful and efficient, so far as it is possible.

### CARLISLE.

As one important step towards equalizing the advantages of schooling among the several districts, which, under our present management, is not always secured, we believe that the duty of engaging teachers should be left where the law leaves it, in the hands of the central committee; and that a small proportion of the school money should be left under their



control, to be appropriated among the several districts, as their wants and circumstances might demand. Under our present method of engaging teachers, there can be no special adaptation of teachers to the character of the school over which they are to be placed. Teachers of the best capacity to manage the largest and most difficult schools will often be assigned to the most easily managed and smallest. And, according to the present method of dividing our school money, the smaller districts generally have more schooling than the larger. It is a fact, shown by the records, that No. 1,—much the largest district in town, has had a less amount of public schooling in the last five years, than has been enjoyed by a district containing less than one-half the number of scholars. Our limits preclude a further discussion of these topics, than to commend them to the careful consideration of the town, with an expression of our fullest confidence, that whatever may be the present state of opinion upon the subject, a little inquiry and reflection will convince every intelligent mind of many advantages to be derived from carrying out the suggestions of the committee.

#### CHELMSFORD.

We close our long report with a few words of advice to the school agents present. Gentlemen, though we understand there is a bill before the legislature of the State, proposing to transfer the power of appointing teachers from you to us, we presume their power will remain in your hands through the year. Be careful how you exercise it. Try and inform yourselves respecting the qualifications of those you employ, before you send them to us for approbation. Our custom is to give certificates to all who seem to possess the requisite book knowledge. Our observation has taught us that some persons cannot succeed in teaching, if they had all the knowledge the books contain. There are other qualifications which must be added to knowledge derived from books, or persons, however learned, will not succeed in teaching. It is a painful task to remove a teacher for incompetency, especially a female. Be careful, and, if possible, avoid imposing that task upon us. We have resolved, if we find teachers failing in government, as two did last summer, to harden our hearts and do our duty, however painful. Bear in mind that you have an important agency to perform, and perform it well. A good teacher is an essential element in a good school.

#### DRACUT.

Among the first duties of the committee, after their organization, was the examination of teachers for the summer schools. It had been a matter of experience with some of them, that if a day was appointed for their examination, and notice was given, not more than three or four ever met the committee. It was therefore determined, that each individual of the committee should examine such as applied to him for examination. They felt compelled to take this course on account of the failure in time past of securing a general meeting of the teachers with the entire committee.

#### DUNSTABLE.

Other than literary qualifications are necessary. Aptness to teach, good judgment, a quick insight into the minds and feelings of their schol-

ars, and a resolute determination to have the rules of the school obeyed; *these* are as necessary as learning. Of these your committee can know but little; hence the importance of the prudential committee's gaining all the information possible on these points before engaging a teacher.

#### GROTON.

We wish, before we close our report, respectfully to suggest to the school districts the importance of their selecting for their prudential committees, those persons who possess the highest qualifications for the discharge of their duty; men who will exercise a sound discretion in the introduction of persons as candidates for instructing the schools,—and who will cordially and earnestly coöperate with the superintending committee in promoting the interests of public instruction, and giving efficiency to those legislative enactments by which it is to be regulated.

Mr. Mann, the former Secretary of the Board of Education, has said in one of his reports: “The prudential committee and the superintending committee are different hands of the same body, and if they are not animated and moved by a common spirit, either one can defeat the most praiseworthy efforts of the other.” Nothing that this gentleman has written could be more truthful and just than the extract now quoted; and we regret to say that, in one of our school districts, we have had a most painful illustration of its correctness.

In direct and palpable violation of these plain enactments, the gentleman acting as a prudential committee for district No. 14, employed a person and put her in charge of one of its schools, without the knowledge or approval of the superintending committee.

On becoming acquainted with the fact that a school was opened, we sought an interview with the prudential committee, not knowing but it might be a private school, when we learned from his own lips that he had established it as a public school, and that its expenses would be defrayed by the public money. After stating to him distinctly that we could not recognize a school thus established, as a public school, and as being entitled to a support from the public money, and urging him, in the most friendly manner, and out of regard for the laws of the State, as well as the peace and welfare of the district, to discontinue it at once, he consented to make it a matter of further consideration, and agreed to apprise us of the results to which he should arrive. Accordingly, after a few days had elapsed, he informed one of the members of the committee that he should interpose no hindrance to the continuation of the school. We then informed him that if he persisted in his determination, we should feel ourselves bound to establish such a school as would be in accordance with the laws of the Commonwealth.

We also sent a respectful note to the person whom he had employed as an instructor, desiring her to relinquish her charge without delay, but it was treated with silent contempt.

As the prudential committee neglected and refused to provide a person as a candidate to instruct the school, and present that person to us for examination and approval, if found competent, it became our duty, according to legislative enactments, to perform that service, which he himself ought to have performed. We therefore obtained a teacher, and the school was opened.

We now hoped the school would be permitted to move on peacefully and with success. But our hopes were not realized. The key of the door opening into the school-room was withheld. During the recess between the morning and evening session of the school, the door was locked, and the teacher and children were thus debarred from entering the house, until the door was opened by another hand. Another school was opened in close proximity to the school-house, purporting to be a free school, and the same person who had illegally assumed to instruct the public school, officiated as the teacher; and, if we have been rightly informed, vigorous efforts were made to draw away the children from the public school, and prejudice the minds of parents against it.

During the progress of the school anonymous letters of an insulting and overbearing character were received by our teacher;—one purporting to have been written in behalf of the district, and the other signed “One of Many.” Another was written and sent to the father of the young lady we had employed as teacher, over the official signature of the prudential committee, desiring that gentleman to appear forthwith, that he, his daughter and family, might be “saved from legal investigation.”

But notwithstanding these and various other annoyances of a less serious character, the school was sustained, and accomplished as great an amount of good as could reasonably be expected under such disadvantageous circumstances. Much praise is due to the instructor, for the undaunted courage and perseverance she exhibited, while such formidable obstructions were thrown in the way of the discharge of her obligations.

#### LEXINGTON.

With regard to the choice of teachers, the committee are decidedly of the opinion, that the present method of intrusting it to prudential committees is not the best. Accordingly, they would recommend that, sooner or later, the thing be left as an experiment, where the law leaves it—in the hands of the general committee. They feel confident that it would remove some of the more serious obstacles in the way of obtaining good teachers.

#### LINCOLN.

How important it is, then, that the teachers of our schools be selected with the greatest discretion and care. We will not stop to inquire whether sufficient provision is yet made in the land, for raising up such a generation of teachers as we need; but we would express once more our idea of the miserable plan provided by our own town, for obtaining the teachers of our schools. There is no step so important, or that has so much power to give character to a school, as the first selection and engagement of the teacher. His subsequent examination before the committee, and their occasional visits to his school, are small matters compared with that first step. And what provision has the town made that the step shall be wisely taken, and a good teacher secured? An inhabitant of a given district is chosen in town meeting, by the ten or twelve votes of his immediate neighbors, to be the committee for that district; all the other citizens of the town idly looking on. Have we any guaranty that the man chosen shall be qualified for the important office? It is generally understood, indeed, that no strict regard is to be had to the candidate's acquaintance with the business of

education, but the office is to be conferred on one, and then another, in rotation. The committee, chosen in what we may call this hap-hazard manner, is the one to select the teachers for the school of his district. Without advice or counsel from others, he goes and engages whom he pleases. He may make the choice from an enlightened regard to qualifications, or it may be from motives of convenience. If the one he chooses can present a certificate of moral character, (and who cannot obtain that?) and has been to school enough to answer questions tolerably well, on examination by the superintending committee, he must be accepted as the teacher of our children, whatever reasons there may be to fear that his school will be worse than good for nothing. Is there not something quite ridiculous in such a scheme as this? What if our law makers, our ministers, our physicians, or our mechanics, should be fixed upon, with no more security against an improper selection than we have here? Could any one fail to see its absurdity? And yet the people of the town adhere to this plan of choosing school committees, and providing for the selection of teachers, (or rather for giving up the schools to the teachers that good or ill fortune may throw in their way,) as if their dearest liberties were involved in its continuance. Every one seems to calculate on the right of having his turn in selecting the teachers. And then there is apparent a narrow jealousy, lest if one school committee have the entire management of the schools, they will abuse their power. If a man in the south district, for example, should, by being on such a committee, have a voice in deciding who shall teach the east school, or a man in the centre district assist in choosing a teacher for the south school, he will certainly act from some sinister motive, or, at least, lack the proper interest in the welfare of a district so immensely distant from him as to be in an opposite part of the town.

It is true, some change was made, at our last meeting in March, in the construction of the school committee, dispensing with two committees, and making the general committee to consist of the four prudential committees, with a fifth man chosen as chairman. But the evil pointed out above remains just as it was before; the teachers of each school are to be engaged by one prudential committee chosen as already described. These prudential committees, having now, with the chairman, the superintendence of all the schools, may feel more responsible for selecting good teachers than before. But they have but one, instead of three, to revise their choice, the chairman of this committee of five. But while he has, of all, the heaviest burden to bear, he has the least ground to stand upon; being the only one of the five that has no voice in the selection and engagement of the teachers. But to compensate for this abridgment of his power, he has the privilege of bearing most of the responsibility and blame, if anything goes wrong; of being the scape-goat, to carry on his head the sins of committee, teachers and scholars.

Until this mode of engaging teachers is reformed, we must not expect to have such schools as we ought to have. We must content ourselves with living on "at this poor, dying rate," as we have done, and not be surprised if we find evidence, at times, that we are half a century behind the age, in the management and character of our schools. Let then, one committee be chosen, by vote of the whole town, to have the entire management of the schools, including the selection and assignment

of teachers. It may consist of five members, and they may be from different parts of the town. But what is far more essential, let them all be chosen with primary reference to their capacity for examining teachers and schools, being men of some practical knowledge of the business of education. Then let them agree together upon the candidates to be engaged as teachers, and the schools that are to be offered them. Under such an arrangement as this, our teachers would be selected with careful reference to their competency, and we believe that great improvement would soon be apparent in the general character of our schools.

#### NEWTON.

The happy revision in our school system, recently determined on by the town, throws upon the committee of the town new responsibilities. It will require a little time to perfect all the details, and to bring every portion of the new organization into the most efficient action. The most ardent efforts will be used to take into consideration the peculiar circumstances of every portion of the town to diffuse among all equal privileges, to secure the best teachers, to require the best methods of instruction, and to give to every child the highest opportunities which can be secured.

#### PEPPERELL.

The great difficulty inhering in our common school system is this, that *one* organization is obliged to perform the offices of *four*; one single instrument to do the work of four instruments, each of them quite unlike the other. Our meaning will become plain when it is remembered that every individual who has reached an educated maturity, has required four distinct processes, viz.: first, the training of the nursery; second, that of the district school; third, that of the high or scientific school; and fourth, that of the classical school. No person was ever *educated* without having *virtually* enjoyed the benefits of all these four institutions. In the cities, where circumstances are favorable, these institutions all exist apart, and stand ready to perform their respective functions for the rising generation. But in the country towns, we try to compress the four into one little district school; and the result is just what we might expect. There cannot, under the circumstances, be *much system* in our schools; and there *is* not much. Everything about them indicates confusion. Here is the crying of infants,—the first feeble efforts of ABC darians,—the full tones of the boy just beginning to pride himself upon his manly style of reading,—and lastly the cabalistic *a* plus *b* of the algebraist, all mingled together. Now, amid all this medley, what teacher, and still more what scholar, has a brain solid and composed enough to maintain its equilibrium?

It was in the power of the Almighty to call order out of chaos; but we doubt whether that power is often delegated to mere mortals. No, fellow-citizens, your committee can compress all they have to say upon this point into a single word. We need *system—method*—wisely established and firmly maintained. And then, though we may still labor under many privations and disadvantages, our schools will effect results of which, at present, we do not dare to flatter ourselves.

The school committee of last year threw out a variety of suggestions upon this subject, which do not yet seem to have attracted the attention they deserve. It only remains for us to recommend to the town, to make

such a reference of the whole matter, that it may be attended to without any unnecessary delay. Your schools are already a great annual expense to you, and surely it is only the part of common prudence to see to it, that money hardly earned is not foolishly thrown away.

#### STONEHAM.

The year that has just closed marks an era in the school system of Stoneham. The old arrangement of uniting, in one school, scholars of all ages and qualifications—the old, inconvenient, unventilated apartments, that so long have disgraced our town, have passed away, and we are to-day in the full enjoyment of elegant and convenient houses—a proper division and classification of pupils, that they and the friends of education have for a long period attempted, and finally successfully accomplished. The committee are pleased to witness the liberal expenditure, on the part of the inhabitants, for buildings and furniture, and the generous appropriation of means for the maintenance and support of the schools therein. These long-needed improvements are the best evidences of our advancement, and contribute, in a large degree, to our religious, moral and business prosperity, and place our town in the leading rank in educational progression—that only true standard of excellence in this Commonwealth.

#### TEWKSBURY.

ANOTHER FAULT IS THE FREQUENT CHANGE OF TEACHERS.—Among the most unpleasant features of our present school system, is the frequent change of teachers. Such change is productive of much injury to the schools. It has not one single redeeming quality. “It is evil, and only evil, and that continually.” And how much does this injury amount to? How frequent are the changes? Why, as we are moving now, there is scarcely an appearance of stability to the system. The last two years has furnished us with only one or two instances where the same teacher has continued, for two successive terms, in the same district. The teacher comes into her school a stranger; she is diligent in looking over her charge; she registers their names, and ascertains, as well as she can, their standing and acquirements; classifies them as she deems right, and begins. But it is only a beginning. She soon learns that she has made mistakes and rectifies them. Day after day is spent in doing what her predecessor, if a good teacher, could have done in an hour. And at the end of a fortnight she has scarcely begun to learn the temper of her school. And then her influence is not felt—she has not much power over her scholars—and it requires, at least, one-half a term to get the school under good way. Your committee were informed by one of the best of our winter teachers that she was satisfied that more was done in *half* of the *last* month, than in the *whole* of the *first* month. And how could it be otherwise?

IT IS ANOTHER FAULT OF THIS SYSTEM, THAT PRUDENTIAL COMMITTEES CONTRACT WITH TEACHERS.—It is adding labor and it is adding responsibility to the superintending committee, to impose this duty upon them, but it seems to your committee, that there can be but little doubt that it ought to be so imposed. What say the statutes to this matter? They say, that unless towns authorize prudential committees to contract with teachers, that duty shall rest upon the superintending committees. And to

give prudential committees authority, the towns are to act every year. The vote of to-day only gives authority till next year. This being the plain construction of the statutes, it follows that the intention of the law makers was, that the power to contract with teachers should be generally with superintending committees, and to be exercised by prudential committees only when specially acted upon, and so authorized by the town.

But what are the practical reasons why the power should not be taken from the superintending committee?

One reason is, that it is their duty to examine the teachers, and to discharge the teachers when deemed unfit. No other committee has power but this. If the power to contract with teachers is with this committee, then, in addition to the literary qualifications of applicants, of which they must judge, the whole question of fitness is before them.

Another reason is, the superintending committee has larger opportunities to procure teachers.

And another, and perhaps the most important is, that by this course you place the power and the responsibility together.

#### TOWNSEND.

The next point to which we would invite attention, is the *prevalent disposition to divide school districts*. We hardly know how to treat a subject of so much importance in so few words as our brief space allows us. But your committee are not alone in their conviction that it is a sad mistake, to suppose a *small school, near by*, preferable to a large one some little distance. The evils of this *cutting-up system* are everywhere seen. Schools have been divided and districts formed, until some of them are so small, that the school can be of but little value. It must be very short, or it must have an inexperienced teacher. The true policy is, a medium-sized school, well classified, where a good teacher may awaken an ambition and interest among the scholars. A school of forty, other things being equal, will make more progress than one of ten or twelve. And the objection, "that boys and girls cannot walk so far," is, in the main, just no objection at all. There is scarcely a child, fit to attend school at all, who would not be benefited by a walk of one or two miles before and after school, in ordinary weather. They will run twice that distance in play, and never complain. The exercise taken in the walk to and from school, would be greatly conducive to health and vigor of mind. The committee would most sincerely hope that the disposition of this town may be to *unite* districts, rather than to divide. The next subject to which we would invite your attention, is that of securing and approbating teachers.

Teachers are not brought to the place of examination at the appointed time. They are often thrown in upon the committee at an unexpected moment, when they are pressed with other duties. Thus the examination must necessarily be a mere farce. The day before, or the very day the school is to commence, the candidate demands an examination. The prudential committee know of no one who can be obtained, if the present incumbent fail. Often the committee must license a person whom they feel to be unfitted for the duty, or disappoint and vex a district, waiting for the school to commence. A vast responsibility is thus thrown upon the school committee, with no opportunity to secure themselves from

imposition. Cases are frequently occurring, where the committee are greatly tried by a want of proper care and forethought on the part of the prudential committee, in regard to these matters.

#### WAYLAND.

What are the causes of these imperfect and lamentable results?

Let us take a nearer view of the picture. Taking the schools of the past winter as examples, we find that the number of daily recitations varies in each, from 24 to 30; showing an average of about 27. Allowing all the teacher's time in school hours to be given to these recitations, except the usual recess, we shall have about twelve minutes for each class, and about one and a half minutes to each pupil. If we subtract from this the average time required by the teacher for the preservation of order, and that which is necessarily occupied by the scholars in going to and from the recitation seat, it will not be difficult to perceive one element which will aid largely in solving the above question. Can we expect a healthy mental growth from such scanty nutriment? Can we wonder that plants reared under such culture should be dwarfed and puny?

Again, the *great variety of studies* which one instructor is compelled to teach, is a serious hindrance to the progress and efficiency of education in our schools. What teacher can be found whose literary qualifications are so complete, and whose literary tastes are so evenly spread over the whole range of our school studies, that he can give to each its due share of attention?

The difficulties already noticed are perhaps sufficient, (though the catalogue might be extended,) to indicate clearly that our present system and plans of operating are defective. That results of so great value as are usually exhibited are obtained, in spite of such obstacles, only inspires us with admiration for the native characteristic of "Yankee-land,"—that of making the most of our circumstances. The defects of our system are radical and inherent. They may be modified and mitigated, but not entirely obliterated.

#### WILMINGTON.

Another important point is, the selection of teachers. Here, probably, lies the great obstacle to the success of our schools. More care must be taken in selecting persons adapted to the peculiar circumstances of the schools for which they are designed. So long as prudential committees, who generally have almost no knowledge of the qualifications necessary, who have the duty only now and then to perform, select the teachers—so long as strangers are employed, of whose abilities we know comparatively nothing—so long as there is a constant change of teachers every term of the school;—*so long* our schools must fail to stand upon that high position they should occupy. There must be more permanency in the system. Teachers must be had who are trained for the work, who love their employment, who will give themselves to it.

#### WINCHESTER.

The second year of our existence as a town is drawing to a close. It has been a year of prosperity and progress.

Our tasteful and convenient school-houses, built on a uniform plan, have



been completed. Clocks have been placed in them, and other appendages that render them pleasant. Competent teachers have been employed. The satisfaction of the citizens has been manifested. The school system, so readily and wisely adopted by the town, has succeeded, even beyond the expectations of those who planned and proposed it. The predictions of the last school report have been more than fulfilled.

### WOBURN.

No movement in the cause of education in Massachusetts has been received with more favor, or been attended with better results, in the intellectual improvement of our youth, than the system of grading schools. The contrast between the schools thus graded, and those not graded, is so great, that the most superficial observer cannot fail to mark the difference. In a school conducted on the system of gradation, he will find a few select branches of study, with something like a fair amount of time devoted to each class. He will not fail to notice that the teacher brings his best energies to the performance of his task, knowing that he has sufficient time to dwell upon the elementary principles, and to see that each scholar comprehends thoroughly every process of investigation through which he is carried. He will observe, too, an order and quietness, an appearance, on the part of both teacher and pupil, of not being hurried and jaded by the pressure of over labor, which he will regard as most pleasing features in such a school. On the contrary, let him pass into another school, not graded; let him take up the list of studies pursued, and notice the number of classes a teacher is compelled to hear in a single half day; let him note, that no sooner have the echoes of the bell which calls a class together, died away on his ear, than the ringing of the same bell announces that the recitation is over, and another class is called up, in its turn to skim over the surface of the book which it is pretending to learn; let him mark the hurried manner and the care-worn countenance of the teacher, called thus rapidly to pass from one study to another, and just as he becomes interested in the recitation he is conducting, and sees in the sparkling eyes and speaking features of his class, that they are waking up from their mental torpor, and catching the spirit of their instructor, and when he earnestly longs for an half hour to make the flame of enthusiasm burn up brighter and brighter, warned by a glance at the ever ticking clock hanging over his rostrum, that his ten or twelve minutes have expired; let him see this teacher closing his book, lamenting that, while he earnestly desires the intellectual progress of his charge, he is sorely cramped on all sides, and then conscientiously nerving himself up to put forth another effort of interest in behalf of the next recitation; let him observe well the influence of such a state of things on the whole school, and he will wonder, not that so little is done, but that so much is brought to pass. This is no fancy sketch. We have seen it all. We have noticed the effect which such an arrangement produced upon one of our schools, where the studies ranged through all the intermediate degrees between physiology and hygiene, on the one extreme, and the simplest rudiments of knowledge, on the other; and, with all our hearts, we sympathized with the teacher who was called upon to do everything, but had no time in which to do it.

## WORCESTER COUNTY.

## BLACKSTONE.

In former reports, we have urged the importance of reducing the number and enlarging the area of our school districts. We would now again press the same subject on the serious attention of the inhabitants. We think the correctness of this principle is proved and established by the concurrent testimony of all the peculiar friends and advocates of common schools.

The importance of grading schools, wherever practicable, that is, of placing scholars of similar attainments in the same school, and those of unequal attainments in different schools, has been inculcated and illustrated in former reports. We find it practically and satisfactorily applied in the most enlightened communities. Now if the gradation of schools, and consequently the enlargement of school districts when practicable, are absolutely necessary to the perfect development of the common school system, then have we any moral right longer to postpone them? Are we not criminally sacrificing to Mammon, or to our own ill-founded prejudices, the true welfare of those who are nearest and dearest to us? We seem to act on the principle, that it is best to give to our children great riches but impoverished minds; better to furnish them with the means of procuring costly apparel and enervating luxuries than qualify them to appreciate and relish high moral and intellectual enjoyments.

In order to unite two districts, one of them must first assent to be united to the other. It matters not in which district the action is taken, whether in the smaller or the larger. The first action must be taken in one of the districts. We think the town will not refuse to sanction the union, whenever such assent has been given. As some of the districts own no houses, and most of the others have those of an inferior order of architecture, unions, wherever necessary, should be formed before new houses are built. Strict justice imperatively demands the absorption of some of the smaller districts in larger ones. When the town raises little more than two dollars to the scholar, it is unjust to all parts of the town that some districts should draw nine or ten dollars to the scholar, as is now actually the case. Whenever small districts are absolutely necessary, we are in favor of making their advantages as near equal as possible to those of the larger ones.

## BROOKFIELD.

Your committee, with the fullest belief that the proposed change would greatly advance the interests of your schools, and in a very few years nearly double their usefulness, most earnestly recommend that their successors be required—as they will be without a vote of the town to the contrary—to employ, at their own discretion as to qualifications and emolument, teachers for all your schools.

## BARRE.

In this connection, we would say a word to the inhabitants of the districts. Your committee desire no additional care or responsibility. They would gladly be relieved of much which a faithful discharge of their duties in this office, and a proper attention to their ordinary engagements, renders sufficiently burdensome. Still, for the sake of our schools, for the good of your children, we would propose a change in the present method of procuring teachers. Our proposition is that the duty of engaging and appointing teachers be transferred from the prudential committee of the several districts, to the town school committee. We form an acquaintance with teachers after a term's intercourse, which enables us to judge of their fitness for their work with some certainty. We probably know in a short time, a greater number of teachers, and more about them, than any one you might select as your agent. We could make engagements with such as we consider most desirable, and could appoint them to particular districts according to our knowledge of the character and wants of the different schools, and of the capacity for government and instruction of different individuals.

## BERLIN.

The greatest obstacle that we have to contend with is in the selection of teachers. The law provides that the superintending committee shall exercise this power unless the town by a vote authorize the district to assume the responsibility. This double-headed system of procuring teachers, conflicts with the operations of the committee, and as your committee believe, with the best interests of the town. The manner in which teachers are provided is for the prudential committee to contract with a person subject to their passing a satisfactory examination. It too often happens, as it has the past year, that the committee are brought to halt between two opinions. There are not many towns in the state which have better facilities for engaging good teachers than this; yet your committee are required to examine those who are inadequate to their calling. This places both applicant and committee in a delicate situation. The candidate is questioned, he or she hesitates in their answers to plain every day questions. Your committee have their fears and hesitate as much in giving a certificate as he or she does in their answers. If the applicant is set at work, the town's money may be thrown away, or a poor school at the best can only be realized. If refused a certificate, your committee are accused of having perpetrated a great injustice, and thereby injuring the reputation of a young person who is highly esteemed by his associates. The committee would therefore earnestly recommend that their successors in office have the power of contracting for the teachers, as they have a greater advantage in this respect than the district agent, and know best the condition of each school, and can adapt teachers to supply their wants. Unless the town make a change in the present system, your committee would advise a greater attendance at the district meetings, and make choice of such men as will best subserve the interests of the schools, and are willing to put themselves to some trouble to secure the services of a competent teacher.

## GRAFTON.

Another recommendation we submit ;—that the town own and provide the school houses of the town, instead of leaving this with the districts. This proposition contains no novelty. Many towns adopt this course, and they are generally, if not always, among the towns which have the best school-houses. There are reasons why it should be so. The town does not feel the burden of building a school-house, so much as a district does.

Moreover, the same principle upon which your distribution of money for schools is based, would dictate this change in the ownership of school-houses. You do not say to each district,—Raise your own money for your own schools, and make much or little of it, according as you have ability and inclination,—but you say, that all the children of the town, shall have, as nearly as possible, equal school privileges ; and if one district has more scholars and less money than another, it shall have assistance from other districts, where there is more property in proportion to the number of children. This is a just principle.

The committee recommend that the hiring of the teachers be left in the hands of the superintending committee, instead of being transferred to the several prudential committees. They wish the town to understand, that they do not desire this power to be transferred to *themselves*, the individuals A, B, C, who now constitute that committee ; they speak as the committee which is, and which is about not to be, not as the committee that is soon to be. They are fully aware that this arrangement would place additional burdens, and additional responsibilities upon the committee ; burdens and responsibilities by no means to be coveted. But they are convinced that it would be an advantage to the schools, to have the appointment of teachers reside in some one responsible body, rather than to be distributed between two, or among many. They recommend this, because, also, as teachers are examined by the school committee, it may be found that the person hired for district No. 1, is better suited to No. 11 ; or that one who would not do at all in No. 6, would apparently be quite fit for No. 7 ; and because, therefore, it is in their power to adapt teachers to the schools, better than can be done by the other method ; and because, again, the town ought to choose a superintending committee, who would be better qualified and better situated, for the selection of good teachers, than some,—than a majority,—of those who are chosen to be prudential committees.

They call you to notice the principle upon which prudential committees are chosen in many districts. This is rotation in office, simply ; and, for a wonder in these days of office-seeking, that of the prudential committee is not very eagerly sought by those who would discharge its duties best. The inquiry is not for the fittest man, not for a man of experience, not for one even, who has any direct personal interest as a parent, but only for a new man, and one who will take it. Many good selections are made nevertheless. Many a man is chosen who can do this business as well as the “general” committee, perhaps better. But,—notoriously,—it not unfrequently places the responsibility of providing a teacher upon such as feel but little interest in the trust ; upon such, sometimes, as are not well qualified to discharge the trust ; upon such, very often, as are not likely to know so well as the town’s committee where good teachers may be obtained, and who have far less opportu-

nity than the latter for seeing many teachers, and comparing one with another.

And having advised that the town own the school-houses, and that the superintending committee hire the teachers, the committee have one recommendation more to present, viz. : that the town abolish the districts altogether ; though this they press with less earnestness, because nearly all that is of practical value in this change is secured by adopting the others. The districts will be, in effect, pretty much abolished, when the foregoing recommendations shall have been carried out.

### LANCASTER.

Your committee consider it their duty to invite your attention to another important question, viz. : Is it desirable to have our town divided, as it now is, into school districts ? Many towns in the Commonwealth have abolished their districts. Mr. Mann, in his Tenth Annual Report, condemned the district system, as one of the most unfortunate moves which had ever been made in relation to education. This declaration, coming from one so thoroughly acquainted with the subject, entitles it to our careful consideration. Let us, then, ask, what good is secured by our district lines ? For purposes of taxation they were needed, when the school-houses were owned and kept in repair by the districts. But that necessity is now removed. Will it be said, district lines fix the territory within which schools shall be kept, and decide where the children must reside who attend these school ? But school-houses are not always located in the centre of their districts ; and there are instances in town where children can more conveniently attend school in some district other than their own. In our opinion school-houses should be located where they will best accommodate our children, without reference to fixed lines.

In districted towns, the location of school-houses has created very serious divisions and animosities among neighbors, members of the same district, which, for years, have affected unfavorably the character of their schools. It is seldom that the location of such a house will please all who are interested in it. It will be too near to some, and too far from others. Why not remove this bone of contention, by abolishing the districts, and intrusting the location of the school-houses to men in whose wisdom and integrity you can confide ? They will not have so many private interests as there are now in operation on this subject, to prevent them from coming to wise and just decisions. We are aware that there can be no arrangement of school-houses which will render them equally convenient for every family. We should be willing, in this case, as in many others, to surrender some of our private interests to a public good. But we believe that an arrangement can be made, taking the town as a whole, which will be as convenient as the present, by which we may have as good, if not better schools, at a less expense.

### RUTLAND.

It is often the case, that a prudential committee gives himself little concern, and is willing to be at scarcely any trouble at all, in reference to the matter of obtaining a teacher. If he has a cousin or other relative, who wishes to teach, that relative is often engaged, *forthwith*, without much reference to anything but relationship. Or, if some itinerant peda-

gogue, with a pocket full of testimonials, which almost any one can obtain, if such a one makes application, he or she is at once engaged, with little or no knowledge on the part of the prudential committee respecting his or her real qualifications. Now this is a matter of too vast importance to be thus managed.

#### SHREWSBURY.

We would say one word to the prudential committees of the several districts, in reference to the employment of teachers. It will be seen, by this report, that several of the teachers employed the past year, have been inefficient, and have been of little advantage to our schools. They appeared so well upon their examination, that we could not reject them; and yet there were points, in reference to which a doubt was suggested, as to their ultimate success. Such doubts do not justify us in the rejection of a teacher,—though the points of character which awaken them, may possibly prove fatal to the interests of the school. It is possible, we believe, by faithful inquiry, to obtain teachers, in respect to whom we may have no distrust. But, it can be done with certainty, only by careful inquiry of those, who know what a teacher is and who will recommend only those who are known to be truly fitted for their work. Until the business of selecting teachers shall be intrusted to the town committee, the responsibility of the prudential committee cannot be evaded.

#### WARREN.

We think the plan that is pursued in respect to engaging teachers is not a very judicious one. The prudential district agent hires his teacher conditionally; if he is found qualified according to the letter of the statute, he is approbated for *that* particular school. Now, our schools are not all alike; *some* are much more easily managed than others; neither do our teachers possess alike, the same, nor similar capabilities for management. One's endowments and acquirements may qualify him for *this*, another's for *that* school.

If this business were to be shifted into the hands of the town's committee, (and there is no law to prevent,) they would assign to each teacher *the* school which, in their opinion, he was the best qualified to manage.

If this practice could be adopted and carried out, our word for it, fellow citizens, there would be less occasion for complaint in regard to the management of our common schools.

We would suggest for your consideration another variation from your accustomed practice, and that is, to choose one suitable person from your board of school committee as a supervisor, whose duty shall be, to examine and approbate the teachers,—have the oversight of all the schools,—and, at the close of the year make out the returns and report to the town. Let this officer receive ample compensation for his services.

#### WESTBOROUGH.

Before entering on their labors, the committee thought it important to secure the harmonious coöperation of the prudential committees of the several districts, with the town's committee, that the latter might avail themselves of the local information and influence, the counsels and assistance of the former, and that both might act the more efficiently by acting in concert.

A joint meeting of the two committees was accordingly held, which resulted in adopting a plan upon which they agreed to coöperate, and as far as the statutes of the Commonwealth would allow, to share together the responsibility of conducting the schools. All the subsequent meetings of the committee have been of this joint character, the several prudential committees having been uniformly invited to meet and advise with the town's committee; and every measure has been carried by their concurrent vote, and with great unanimity.

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## HAMPDEN COUNTY.

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### BLANDFORD.

We appointed days for the examination of teachers before the summer and winter schools. At the examination in the summer, there was but *one* teacher presented herself; and the committee would remark, that they were under the necessity of having *eleven* meetings for the examination of teachers for the summer schools. For the examination of teachers for the winter schools, we were under the necessity of meeting *seven* times, making *eighteen* meetings of the committee for the examination of teachers during the year. And, in connection with the above facts, let it be remembered by the town that written notices of the time and place of meetings for examination were posted up in different parts of the town.

In the judgment of your committee, in order to preserve our schools from the deadening influence of incompetent teachers, and to *elevate* the standard of qualification for teaching, we must have thorough and rigid examinations. But how shall this be secured? becomes an important inquiry. We answer: There must be days appointed, when the committee are all together, and have sufficient time to devote to this particular and important duty; then can they act in concert in giving or withholding certificates.

The day being appointed for the examinations, let the prudential committee of each district see to it that *he* is present with his teacher. The prudential committee ought not to consult his *convenience*, but his *duty*, in accepting the office. If this course was universally adopted by the prudential committees throughout the town, it would save the town much expense, and the examining committee much embarrassment and vexation.

### GRANVILLE.

Your committee would respectfully submit, that, in their opinion, the prosperity of our schools would be greatly increased, were much more attention paid to the selection of first rate teachers.

The great desideratum in procuring teachers seems generally to be, to obtain the cheapest. There seems to be a very general desire to secure about so many weeks' schooling, and many deem it a very great misfor-

tune if, in consequence of employing a good teacher, they are able to have but a short school. We believe the true policy would be, to pay liberal wages, and require well qualified and competent teachers.

The procuring of first rate teachers is a matter that lies not so much in the power of the examining committee as is generally supposed. It must be regulated by those to whom is intrusted the responsibility of hiring teachers, to a very great extent.

Under our present system of employing new teachers every term, it often happens, and is always liable to be the case, that if a good teacher is obtained, it takes him about half the term to correct bad habits formed under his predecessor, and then, what little good he can accomplish during the remainder of the term is wholly counteracted by an injudicious and incompetent successor. Hence, if some of our schools advance a little occasionally under a good instructor, it is to be feared that they as often, if not oftener, retrograde under the management of those who possess neither qualifications nor energy of character sufficient for the work in which they engage.

#### HOLLAND.

We would also recommend that the town vote the power of hiring teachers to the prudential committee, for we think it would stimulate the district to greater action and give better satisfaction.

#### HOLYOKE.

The committee have in some instances, felt an embarrassment in examining teachers. Arrangements are made for the schools to commence on a certain day. The day has perhaps arrived, or is near at hand. A teacher is presented for examination who is a stranger. He bears the requisite certificates of moral character, together with commendatory certificates from other town committees, and, on examination, his literary qualifications are satisfactory. But they suspect that he lacks the qualities essential to success. They have, however, no positive evidence of it, and are unable to obtain it at the time. They cannot consistently reject him on mere suspicion, consequently they approve, hoping for a favorable result, but it proves a failure.

#### LONGMEADOW.

In order to elevate the character of the schools generally, there should be far more care and foresight and diligence exercised in the selection of candidates for examination. There is too little acquaintance between the prudential and the town committees. They do not draw together, as is desirable.

#### LUDLOW.

It is almost impossible to ascertain in regard to persons who, for the first time, present themselves as candidates for teaching, whether they possess those qualifications—that energy of character—that perseverance and aptness to teach, without which no amount of knowledge which is obtained only from books will answer any good purpose. These qualities can be known only after a trial. It is found necessary, in consequence of our limited fund, to employ young and inexperienced teachers in the small



districts, and it is not strange that some fail of success. Prudential committees who make the selection of teachers, should exercise the utmost caution in their selection, if it be found necessary to employ a stranger, and not depend too much upon an examination before the town committee, which must necessarily be short, and somewhat superficial. Your committee perhaps, in some instances, have failed to discharge their duty in not discharging some who entirely failed to do the work of a faithful teacher. We are without excuse.

We would take this opportunity to call the attention of this meeting to the fact that some of our school districts are altogether too small. Districts where no more than from eight to fifteen scholars are found within their limits, would do well to unite. Let two be made into one district, the increase of privileges would well compensate for the increase of distance which a part must necessarily travel. This subject has heretofore been presented in public meeting, and, as yet, without any good result. We fear that further advice will also be in vain.

#### MONSON.

Much is said of late, and something *done*, in different sections of our Commonwealth, on the subject of forming our schools into grades. Where the population is dense enough to render this measure practicable, no plan of improvement could be contemplated with better promise. It can be done, to a limited extent only, in this town. Were it not for the inconvenience which would result to the south half of district No. 8, the schools along this valley might be disposed into grades, embracing enough of territory to include all the manufacturing villages with the centre district. The nearest approximation to what would be desirable, in view of this subject, would, in the opinion of your committee, be to unite districts Nos. 7 and 14 into one district, and districts Nos. 8 and 15, also, into one. These alterations might be made with comparatively little expense. This plan would afford two grades in each of the districts thus joined. Your board therefore recommend to the inhabitants residing in these sections, an early and unprejudiced consideration of the subject, believing that a truthful view of it will eventually result in the adoption of the measure proposed. The subject of some new arrangement in the centre district is already being agitated. When it shall have reached its consummation, the result probably will be, a division of the scholars in the district into three grades. Whenever this disposal shall be made, and pleasant and convenient school-rooms shall be provided, and when, in addition, approved, skilful, enlightened and whole-minded teachers, who have *themselves* been thoroughly trained in the Normal Schools, or elsewhere, with like advantages, then a new era will open upon the citizens of Monson. The foregoing report freely admits that a number, embracing nearly one-fourth of the whole who have occupied the situation of teachers the past year, have come short of the mark aimed at. These delinquencies could not be easily foreseen. Some of this class bore as good an examination as others, who practically succeeded better. It is obvious that many teachers do not fully consider the magnitude of their responsibility.

## MONTGOMERY.

But it will take a much longer time to supply the schools with competent teachers, where each candidate is selected for a particular district, than if it were otherwise. If the prudential committee of each district was required to send the candidates who offer themselves as teachers to the examining committee for examination, without selecting any one in particular, there would be a larger number of candidates to select teachers from, which would be a great advantage; and the teachers could be stationed in the respective districts, according to the wants of each. And though the committee might sometimes err in their judgment, yet this would be but seldom, and the result would be, better teachers, and better schools. The examination of candidates is now often, in many cases, a mere formal process. The candidate is brought in late in the season; teachers are employed or engaged; the school is to commence in a day or two, and many other reasons, similar to these, compel a committee to give a candidate a certificate, when they know a different teacher is required. Prudential committees often reject the application of a candidate of superior qualifications, and accept the application of a candidate of inferior, because they have a particular regard for the applicant, or wish to assist him; but there is not anything that could do greater damage to a school.

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## FRANKLIN COUNTY.

## CHARLEMONT.

One matter which needs reform relates to the manner of selecting teachers. The employment of a suitable teacher is probably the most responsible official act which the committee is called upon to perform during the year. The custom has been here, for the prudential committee to select the teacher, and leave it for the general committee to ratify or not the contract, as they see fit. And yet, so little importance is attached to this office, that, in most of the districts, it is held by each individual in rotation, as if its duties were an unwelcome piece of drudgery which any one was competent to perform. And thus it happens that the man who, of all others, is most unfit for the office, and who shows his interest in the schools by hiring the *cheapest* teacher he can find, is made the guardian of the schools. We do not mean that this is the character of the prudential committees generally.

We are happy in being able to state that most of them interest themselves in the prosperity of the school, and endeavor, by all means, to coöperate with the committee, and assist the teacher. But coming in on the principle of rotation, some manifest an indifference highly culpable, and embarrass, rather than assist, both the teachers and committee. For this evil there are two remedies—either to exercise more caution in the choice of the prudential committee, or, which we think would be preferable, to transfer the whole duty to the general committee. The reasons

why the general committee should select the teachers are briefly these: They are in a position to know best the various conditions and wants of each district, and are more or less acquainted with the different teachers and can best judge for what schools they are best adapted. Besides, as they are wholly and alone responsible for their success, it seems but right that they should have the power to select them.

#### GILL.

Our schools are supported at an annual cash expense, averaging about \$90 to each of our six school districts, amounting to one-half of our whole town tax. This money is paid over to our six prudential committees, to be spent mainly at their own will and discretion.

We do believe, then, that this office should be made an elevated one, its responsibility better understood, and, in more respects than it is now, it should be made desirable, instead of being imposed from one to another around the district, as a common burden, unpaid and undesired.

We are fully convinced that the efforts, discretion and services of our prudential committees, in a great measure, govern the prosperity of our district schools. Why, then, should we not be careful to elect such men as *can* and *will* ably and faithfully perform the duties of this office.

#### MONTAGUE.

It is a delicate matter, when the person has been employed by the prudential committee of the district, and passes a tolerable good examination, for the superintending committee to decide that the person should not enter the school, for want of adaptation. This would be setting a very low value on the judgment of the prudential committee, and would make war between the two committees very soon. Yet cases like this frequently occur, and evil grows out of it, and there is no way to avoid it, that we are aware of, only to choose a superintending committee in whom the town put confidence, and leave the whole business with them, as the law provides.

#### NEW SALEM.

In nothing do prudential committees more frequently err, than in employing inexperienced and cheap teachers. Some seem to think there is nothing to be learned in the art of teaching and governing schools, that an inexperienced teacher possesses the same talent for governing, the same aptness to teach, and the same faculty to interest and promote the progress of a school, as the most experienced.

Your committee frequently find it difficult to determine what course to pursue, when candidates for teachers present themselves for examination on or near the day fixed for the school to commence, and they have, in some instances, granted certificates of approbation, more from the conviction that no better could be procured, at the time and under the circumstances, than because those who offered themselves possessed *all* the desirable qualifications.

#### SUNDERLAND.

We can but believe, that much of the evil which now exists in the selection of teachers would be removed, could each man in town become

satisfied to relinquish the right of voting for a prudential committee, and vest the power of contracting for teachers with the general committee.

But as public opinion now is in our community, we do not think it advisable, but would urge it upon the prudential committee to select teachers with care.

#### WARWICK.

The power and duty of prudential committees are not well understood, nor duly observed. Schools are suffered to commence, without teachers being presented for examination. They are, also, suffered to close without the superintending committee's being informed of the fact. Prudential committees do not attend the examination of the teachers, or confer with the town's committee, with regard to the schools. They do not generally visit the schools, even at the closing examination. They seem to think that the whole object of their office is to drive a good bargain with the teacher, and hire the cheapest and best they can find.

If there has been any one thing more embarrassing than another to your committee, during the past year, it is this want of coöperation on the part of school agents.

#### WENDELL.

Many of our teachers have not possessed those high qualifications which their important work demands. As a consequence, their modes of instruction have been defective. The result has been, that their pupils have made but limited and superficial attainments. A very common defect has been, that the pupils have been led to treasure up in the memory names rather than things. In their recitations, the language of their textbook would be used, perhaps, while the pupils had evidently no distinct conception of the idea intended to be conveyed by the author.

There are but few teachers fully competent to their work. And then, those few can secure higher compensation than prudential committees in this town feel disposed to pay. And, in view of the number of schools to be sustained, and the small amount of money with which to sustain them, we do not so much wonder at their indisposition to pay to teachers a generous compensation. In this state of things, we have pursued that course in approbating and sustaining teachers, that our convictions of duty required.

We now proceed to make some suggestions that, in our opinion, demand the attention of the town.

The matter demanding most immediate attention is the mode of expending the school money. This subject was urged upon the attention of the town in the last annual report of the school committee. We can do no less than urge it still. The number of schools is too large. We cannot afford to support eleven schools, when six would be better. By properly reducing the number, the amount of money now raised might be made, we believe, to procure educational facilities for the children in this town, twice as great as they now enjoy. The economy practised in this matter is such as every man in town would be ashamed to practise in his own private affairs. With a less number of districts, the schools would still be small. The 192 scholars in town, between the ages of five and fifteen years, would furnish but 32 pupils each for six schools; a number none

too large for the best interests of a school. A less number of school-houses might be kept in better repair, and be better furnished at a given expense. A less number of schools might also be continued longer under better instruction with a given amount of money. That there are some difficulties connected with this subject, we are perfectly well aware. It may not be perfectly easy to fix upon the proper number of schools to sustain, or properly locate them. But not to attempt it is to leave a number of our schools in a state but little above utter ruin, and all of them in a position of usefulness needlessly limited.

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## BERKSHIRE COUNTY.

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### MONTEREY.

And this question of unprofitable and unpopular teachers brings us to another principle, which has, once at least, been brought to your notice by a former committee, and which we wish again to present to your attention; that of leaving the employment of teachers to the school committee.

On this question there is a diversity of opinion among your committee as well as among other individuals who have given their attention to the subject. Much might be said both for and against empowering the prudential committee to employ teachers. This business belongs legitimately to the school committee. But it is agreed by some, that were it left to them there would be less interest felt by the inhabitants of the respective districts in their schools and their management, than there is at present. This certainly would be a result much to be deplored, for there is quite too little interest manifested in the schools at present, and we would by no means wish to urge any measure which could have so pernicious a tendency. Another objection to a change of the usual practice is, that it would be attended by additional expense, as the duty of engaging teachers for all the schools would require some time of the committee. Still, another objection which we have heard advanced is, that it is leaving too much power in the hands of the committee. This is certainly a consistent objection. So great a centralization of power is in direct conflict with the main leading doctrine of the immortal Kossuth—and more, it is decidedly anti-republican and anti-democratic. It is a long established custom for the prudential committee to engage the teacher, and it is hard to combat customs about which most people never take the trouble to inquire, except to see that they are sustained. We answer to the consideration advanced that the town expenses would be increased by a change of this custom, that economy is a relative term; a mere saving of money is not economy when there is a proportionate loss of something *more* valuable, and it is contended, by those who advocate this change, that were the entire selection of school teachers left to a faithful and interested school committee this greater value would be attained in the increased interest and utility of the schools. At present, teachers are employed for particular schools and referred to the committee for examination. If this examination in the required studies prove anything like passable, they must be allowed to teach. It would be considered unreasonable to refuse the

recommendations. To be sure, the matter of fitness is left to the decision of the committee; but how is it to be decided? Unless there are stronger reasons than a mere want of adaptation to teaching particular schools, or a want of energy and life and interest, the committee cannot but decide affirmatively. Let the teacher be left to their selection, as well as approval, and this objection is entirely removed. They will not employ teachers not thoroughly qualified and adapted for their duties, a merely passable literary examination not being sufficient, when no bargain of a third party intervenes, to secure an engagement. It is but reasonable to suppose that the school committee, knowing as they should know the wants of each district, would employ such teachers as would best manage the several schools. Then, succeeding in this, the discretion of the committee would prompt them to retain these teachers in their respective schools for a succession of terms, till each school should attain a permanency of character, which cannot now be gained under the system of constant rotation of teachers. This permanency would not be incompatible with a constant improvement, for the teacher would be continually gaining a more thorough knowledge of the character of his pupils; would learn better how to manage and instruct and incite to interest each one, and being aware that the reputation of his school would soon depend almost entirely upon himself, would feel his own responsibility in a much greater degree than the one merely engaged to teach for three months for a pecuniary consideration. In the latter case he too often works entirely for the pay; in the former he certainly has more inducements to work for the school and for his own reputation. Another weighty objection to the employment of teachers by the present method was introduced and ably discussed in the last annual report of our predecessors in committee. But we need not enlarge upon this subject; it will be sufficient to refer it to your consideration with the suggestion, that on matters where theory and argument are not sufficient, experiments alone can afford a satisfactory conclusion.

#### NEW MARLBOROUGH.

The present mode of employing teachers, your committee are of the opinion, is detrimental to the prosperity of our schools, and a change in the way of selecting them one to be desired and one which would be attended with more beneficial results.

The selection and employment of such teachers as are of undoubted qualifications and such as are adapted to the wants of the several schools in which they are to teach, is an object ever to be desired; one that demands our particular attention, and one of the greatest importance to their prosperity. Teachers are frequently employed who possess no adaptation to the particular district for which they have been engaged, who might do well in another had your general committee power to place them where they could do the most good; but, as the case now stands, there is no other alternative but to approve or reject them for the particular district for which they have been engaged. Teachers which the general committee would recommend, whose mode of imparting instruction and managing a school is such as to give general satisfaction, whose qualifications and acquirements are such as would enable them to lead those whom they are to instruct steadily forward and onward, and impart to them a high

tone of moral character, are compelled to find employment in other places, whilst theirs are frequently supplied by some favorite, with perhaps but little regard to the welfare of the schools.

While your committee, more accustomed to censure than encouragement and support in the performance of their several duties, have labor enough, yet we fully believe that the good of the schools requires that the selection and the employment of all teachers should be placed in their hands. Who so well calculated to know the wants of the several schools, and the teachers best adapted to them, as those who have the charge and superintendence of them—as those whom you appoint to watch and to take care of the dearest earthly interests of the rising generation.

The frequent change of teachers, and the poor or second rate schools as a consequence of this change, is a subject of loud complaint, and an evil which is detrimental to the best interest of our schools.

#### OTIS.

The reports of the school committee annually submitted in the different towns in the State are calculated to point out the improvements which have been made, and suggest such alterations or corrections in the management of schools as the committee think proper. But your committee are sorry to say that but little notice, if any, has been taken of former reports, and especially by prudential committees, in regard to procuring teachers for the different schools. And your committee have come to the conclusion that the hiring of teachers should be left with the town committee in every instance. If it was so, there would be no trouble in procuring efficient teachers for each school in town. Teachers then making application for a school to the examining committee, if engaged at all, would be informed that a school would be assigned to them which in the opinion of the committee, after the examination, they were best qualified to instruct. There would be then more responsibility attached to the office of a committee, and more pains would be taken to exclude all who are not qualified for the responsible office of teacher. There then would be a class of teachers better qualified, in all respects, than those now employed. None would think of presenting themselves for an examination who were not capable of teaching any school in town.

A prudential committee now engages a teacher, the first one that makes application, perhaps an entire stranger to them, as much so as he is to the first rudiments of learning; a bargain is made, and the time fixed for the commencement of the school. That teacher considers that he has the confidence and approbation of the committee who hires him, and that there is no doubt but he is qualified to engage in the business, and presents himself for examination, feeling that the committee are bound to approbate him on the ground of his engagement. Were it left with the examining committee there would be nothing for the candidate to rely upon but his own merits. There are many advantages which would result from this mode of procuring teachers, that would be visible to every one after a short trial, and a great relief to the committee.

## NORFOLK COUNTY.

## DORCHESTER

*What system have we endeavored to carry out?*

We answer, such a system of classification of studies and centralization of schools, as should enable us to have the best schools possible at the least expense to the town. But the details of this system are difficult of application. The territory of the town is large, and of irregular shape. Small villages dot it over in such a manner as to make the centralization of the schools a difficult problem.

The population having increased, and the villages multiplied, an attempt was made to fix upon certain centres and build thereon large school-houses, which should for some years thereafter accommodate the whole town. Six centres were established, and six school-houses built. This was the germ of a system *necessary* for a dense population—a system, that is, which *reduces the centres to the least practicable number, and which places at each a large establishment, putting it under one head master, with as many female assistants as necessary.*

Still, in process of time, new wants arose, and something further became necessary. The system which the town then adopted was prospective, also, as the former had been. It consisted in the establishment of three grades of schools—the primary, intermediate, and grammar. Under this system the town endeavored to make the best use she could of the school-houses already erected.

We repeat, the *classification of scholars according to their qualifications, the employment of female teachers in all the subordinate schools, and as assistants in the centralized grammar schools, the reduction of the present grammar schools to the least possible number, the application of the present school-houses (exclusive of that at Washington Village) to the use of the subordinate grades, and ultimately the establishment of a high school*:—these are the main features of the system which we have endeavored to carry out.

## QUINCY.

The confusion necessarily attendant upon the practice of having so many agents to perform duties that can be better performed by a single committee, furnishes an additional reason why, agreeably to the advice of the Secretary of the Board of Education, and the repeated suggestions of the general school committee, the district system should be abolished, and the whole management of the schools be referred to one committee.

## STOUGHTON.

If prudential committees *must* select teachers, let them present no candidate, unless *they* have some proof that he is likely to succeed with the school; and let the districts select such persons as feel an interest in the matter, and then pay them for their services.



## PLYMOUTH COUNTY.

## ABINGTON.

Our schools, as will be shown in the sequel, present about the same aspect as formerly. Many of them with proper means can, and ought to be, made better. The proper steps to be taken to make them so, in our opinion, will be briefly considered.

First, they are not now properly graded.

As they now are, there is no incentive presented to the scholar to induce him to make that progress and proficiency which should be made, to qualify him to enter a higher school. He merely goes to school day after day, and week after week, till he arrives at a certain age, or the condition of the different departments, as to numbers, requires it, when he is allowed to enter our principal or grammar school, where, in most cases, his education is completed without once thinking or having it hinted, that before he can enter the second or last department, he must qualify himself for it.

Our schools should be so graded, that, in the language of the Secretary of the Board of Education, "the child, when he enters the lowest class in the primary school, sees an unbroken series of promotions before him till he finishes his education in the higher school." Then there would be something to stimulate him to greater exertion, and show to him that the true road to greatness consists in self-culture and self-improvement. From beginning to end, he would be made conscious that his rank is fixed by none but himself.

This arrangement will also cause teachers to be more faithful.

They will see that they have something more to do than merely prepare their schools to make a *display* at our usual examinations, which is too often the case, and will have, at the close of each term, as many scholars as possible qualified to enter a higher school, thus affording a stimulus to both teachers and scholars.

Second, how shall this change be brought about, and what must we do to effect it? It seems to us, that the adoption of the suggestions in our last year's report, on the subject of a high school, would be *one* of the most efficient means in accomplishing this desired object.

If those recommendations should be adopted, and we should establish four high schools, we could then have three grades of schools, and then, with proper means, we can raise our schools to that standard which the present position of the town and the best interests of the rising generation require. We cannot make our schools what they should be, until we make some change of this sort in them.

As we remarked last year, many of our schools are too large to be profitable under our present arrangement.

Therefore we must do something, and do it *soon*, if we wish to secure the best possible good, and to adopt the best means for the education of our children.

We know that it is difficult to change or alter, in the least, from old

established custom and old landmarks. But let us take the subject into consideration, and see if we cannot so arrange it, that our schools shall be an honor to the town and a blessing to future generations. Perhaps it may be necessary, in order that all may be equally accommodated, to alter, in some respects, or perhaps to abolish our present district system, and have all the schools under the immediate supervision of the town.

If so, we trust you will not deem *that* an insurmountable objection, for we cannot all enjoy equal school privileges under the district system. There are now, according to the Secretary's Report, seventeen towns in the Commonwealth not divided into school districts at all. We are favorably situated, as a whole, to have the best of schools. All that remains for us is, to so arrange them, that we can receive the *benefit* of our situation.

There are, at present, 1,015 children in town between the ages of five and fifteen years. Of these 1,015, 142 belong to district No. 1, 141 to No. 2, 110 to No. 3, 86 to No. 4, 100 to No. 5, 69 to No. 6, 72 to No. 7, 105 to No. 8, 40 to No. 9, and 130 to No. 10. You will perceive that there is but one school in town of less than fifty scholars. Consequently that is the only one that can be taught profitably by one teacher. Districts Nos. 4, 6 and 7 require an additional teacher. No. 6, as you will see, employed one a part of the year. No. 7, with 72 scholars, and No. 4, with 86, had but one teacher. Now no one will pretend that these schools, if properly attended, (as they should be,) can be taught as they *ought* to be by one teacher. Nos. 1, 2 and 10 are too large for two teachers, giving to each nearly 70 scholars. Nos. 3, 5 and 8 can, with their present numbers, get along very well with their two departments and two teachers. You will notice that there are now six districts that require some alteration to meet their present wants, and if our population increases at the rate it has, some change will have to be made soon in the remaining four.

We must take some action towards establishing a high school. It is not to be supposed that we shall be allowed to proceed another year without one.

Now while we are making preparations to comply with the requisitions of the law requiring us to establish and maintain a high school, let us make such alterations as may be necessary in the arrangement and supervision of our district schools.

Your committee have taken into consideration the probable situation of our schools after the high schools are established, and are of the opinion that it is for the best good of the town to abolish its school districts and assume the administration of the schools in its corporate capacity.

There are many reasons that have led us to this conclusion, some of which we submit for your consideration:—

First, it will give us equality of school advantages.

Second, it will place our schools in a better situation for classification and improvement.

Third, we should not then have so many unsuitable school-houses as at present, and

Fourth, we shall have better teachers.

In relation to the first, we have already stated that we cannot enjoy equal privileges under our present system. As we have shown, six of our

districts are too large, and must remain so till they become large enough to require the services of an additional teacher in each of them. Perhaps the high school will answer our immediate wants, and relieve those districts for a while, but not permanently. As the case is now, so it will be likely to become in a few years after the high schools are established. Now, if the schools were under the immediate supervision of the town, all this could be remedied at much less expense, and in a much shorter time; for whenever two contiguous schools were too large, another could be established that would mutually relieve both. Thus, districts Nos. 1 and 7 are so situated, that an additional school would answer the purpose for each district, and save the additional expense to each district of establishing one for itself, or remaining crowded for a long time. So of districts Nos. 2 and 6, and Nos. 4 and 10, and the same of all the schools throughout the town. Schools would be established in such places as would give all the children of the town equal school advantages.

So also in relation to the second reason given. If the schools were managed by the town, we could much better arrange our primary schools and make our grammar schools nearer what they should be.

We would have children enter the grammar schools according to qualifications; then they could be more properly classed than at present, and consequently make greater progress in the same length of time. We could have our primary and grammar schools, in most cases, where they are now; and our high schools in such places as would best accommodate the different parts of the town. When it became necessary to establish other schools, let them be for the particular accommodation of the smaller children. Let there be primary schools established wherever they are demanded by the increase of population. Those schools are not expensive, and it is a point of paramount importance to have them, as far as possible, in such places as will best accommodate the small children who attend them and save them a fatiguing walk to and from school.

As far as our third reason is concerned, it is not for a moment to be supposed that, if the school-houses were provided at the expense of the town, any section of the town would suffer such unsightly and inconvenient school-houses as some of the districts now have, and will continue to have, so long as the present plan is pursued. On the contrary, they would require and demand for themselves as good a house as any other in town, and undoubtedly would get it.

We have stated as our fourth reason that we should have better teachers. This is evident from the fact that our schools, under the plan we have proposed, would be more permanent. Much of the benefit that could be derived from our schools is lost in consequence of the incessant change of teachers. There are but few districts in town that have had the services of one teacher more than one term, and the result is apparent in most of our schools. It takes too much of the time of the term for the teacher and scholars to *learn* each other. Children, instead of being led steadily on, are taught a few months after one method, and then comes a change of teachers, and they are taught the same thing, in too many cases, over again, and, as a natural consequence, make but little real progress.

At present, each new teacher, not knowing the capacities of the scholar, requires him to commence at the beginning of each study, and, as is too often the case, he does not advance so far as he did the previous term.

## BARNSTABLE COUNTY.

## CHATHAM.

In what way the new school-houses shall be built is the question. We hope, before this question is settled, every man responsible for its right decision will pause till all the information possible, that can aid in deciding it, has been obtained and well considered. By the disposition of this subject, we believe, the interests of popular education in this place will be essentially promoted or retarded for many years to come. Will you allow your committee just to recommend a plan they have in mind, and then it can be received or not, as you may deem it valuable or otherwise. The plan they recommend is believed to be in accordance with the united wisdom, experience and observation of those intrusted with the interests of popular education in this Commonwealth. The plan is this: That the whole subject of school districts be given up, that is, in their incorporated form, though not geographically, and the administration of the schools be done by the town, rather than by the districts. Then, for the purpose of grading the schools, and, too, for the purpose of diminishing the amount of expense needed to sustain them, the town build five or six school-houses, as may be deemed necessary upon actual survey. Let the buildings be of two stories, of sufficient dimensions to accommodate two schools, of from fifty to seventy scholars each. Let the schools be graded according to age and attainments, and let the larger scholars be taught by a male in the winter, and the smaller ones by a female the year round. Connected with each school-room let there be a small recitation room.

If this plan should be adopted several advantages would be derived. One is, there would be only five or six male teachers to be sustained in the winter, which would greatly diminish the expenses of the schools. Another diminution of expenses would result from the fact that there would be fewer houses to be kept in repair, and less fuel to be consumed. There is now a great want of economy in the manner in which the money is expended. One of our winter schools the past year, which was kept three months, and whose average attendance was only seventeen, cost, for teacher's wages, \$99, besides fuel, repairs, &c. This, we think, is an unnecessary expense for the education of so small a number of scholars. By adopting the above plan, this waste of money would be prevented by enlarging the schools, and proportioning their sizes. Another advantage would be, the gradation of the schools, by which the larger and more advanced scholars would pursue studies by themselves, under a teacher adapted to their instruction, and the smaller scholars' would be by themselves. This is a fundamental advantage which is now sought by the principal towns in the Commonwealth. By it the number of classes would be diminished about one-half, and the scholars in each school being more nearly of an age, discipline and instruction would be greatly facilitated. It is a well known fact that the same teacher can instruct and govern a school of eighty scholars, thus graded, with greater facility and success than one of half that number arranged as our

schools now are. Another advantage would be, the teachers would be selected by the school committee, who, from various considerations, are better acquainted with the schools and teachers, and so are better qualified to judge who should be employed. Besides, they would not be so influenced by family relations in their selections.

#### EASTHAM.

Your committee have not been unmindful of the improvements now taking place in the education system of this Commonwealth; our neighboring towns are awake to the subject, and it is not becoming us to be behind the age in so good a cause.

Before building any more new school-houses, which are already needed in districts Nos. 1, 4 and 5, we would invite your attention to the subject of grading our schools, by building one or two new school-houses in suitable locations to accommodate all those scholars who may be qualified by their education to be admitted into the same, where they may have the means of finishing their education by superior means to what would be necessary in our then primary schools.

Our expenses for teachers would not be much increased by the proposed change, as our primary schools might be taught both in the summer and winter, by such female teachers as we have had the year past, and secure to the scholars all the necessary means of preparing them for the high school. And by the difference between the hire of male and female teachers, nearly enough would be saved to pay the hire of the teacher in the high school.

Two important effects would be secured on the minds of the scholars by the proposed change. First the new motive of preparing for the high school would operate as a powerful stimulus to greater effort to attain to the honorable distinction of being a member of the high school.

And another advantage would be, it would diminish that class, too large in every school, who have no disposition to learn, and who grow up ignorant, in spite of every effort to teach them. As they would never know enough to enter the high school, and becoming too large and too old to feel at home in the primary schools, they would find themselves necessitated to prepare to enter the high school, or stay at home in their more congenial ignorance, and no longer be in the way of such as desire to be instructed. This unfortunate class, it is thought, would be greatly diminished by the action of the new system, as the young man or young lady who never was worthy to sit in the high school, by reason of voluntary ignorance, we could hardly expect in the society of such a place as old Eastham.

#### ORLEANS.

The schools are in as good condition as can reasonably be expected, under their present system, with the amount of money expended for their support. Our town, in the opinion of your committee, is divided into too many districts for the most profitable expenditure of the money raised for our schools. The uniting and grading of schools has been a subject of much discussion in many towns in this Commonwealth. Many schools have been united and graded, and the pupils classified in such a manner as to produce very beneficial results. We are confident that our schools will not be in much better condition than they now are, until some of the

districts are united, and the larger pupils separated from the smaller ones. If we continue our present system, and raise more money for the support of schools, we shall have longer schools, perhaps, but they will not be likely to improve much in quality. When everything is taught in one school by one teacher, from the alphabet to algebra, nothing is taught as it should be. It is as much as most teachers do to keep their schools in order and hurry through with their classes. But it is not so when the school is graded. It is more easily kept in order; the teacher has a less number of classes, and much more time to devote to each class. If we are to make any alteration in our present school system any time within ten years to come, it would be advisable to make the alteration before we are at the expense of building any more school-houses, for they may stand in the wrong places, and not be such buildings as we shall need. The school-houses, in many of our districts, are very poor, and cannot much longer answer the purpose for which they were designed; but before we proceed to tear them down and erect new ones in their stead, would it not be well to examine the matter carefully, and see if some other course would not be more advisable.

#### TRURO.

We think it a fact, the truth of which must be apparent to all, that the time has arrived in which there must be a remodeling of the present common school system of the town, and we give it as our opinion, that the town must be districted anew in order to obviate the difficulty in relation to sustaining a school in each district. There seems to exist a striking deformity in the town in respect to the school districts as they now stand. In some districts the schools seem to be crowded almost to overflowing, while in others there are not scholars enough to sustain a private school at all. We say that we live in a land of equal rights and privileges. But we cannot conceive that there is any equality about the matter in relation to this subject. We would also recommend that there be a less number of districts than what there are at present. The most obvious advantage resulting from such an arrangement is, that we can have a longer school for the same money.

It is a well attested fact, that the unfortunate selection of teachers often occurs in this town, and it is a subject that demands our serious consideration. Shall we thus suffer our money annually to be squandered upon worthless teachers? Shall we thus suffer the training of the young and rising generation to be intrusted to unskilful hands.

There must be something wrong in our school system, or such an evil would not be endured to so great an extent as what now seems to be the case.

After reviewing the subject in all its bearings, we think there is sufficient proof that this difficulty owes its existence chiefly to the complexity of the process by which the teachers are selected, and by this we mean the usual custom of having two distinct committees to act upon this matter, the town and the district committee. It is not at all surprising that men, who are engaged in the ordinary avocations of life as are the most part of our prudential committees, should fail in their attempts to secure the best of teachers. They are not conversant with such matters. The office of prudential committee is thought to be one

that requires no great experience or uncommon qualifications, and it is, therefore, thought to be unnecessary to confine it for successive years to a single individual, or even to a small number; and, as a consequence, a change of office brings a new system of measures.

The general school committee, according to the natural course of things, is the most permanent body. The number of persons from whom the choice is usually made is smaller, and if an individual prove competent, he will generally be reëlected, and even when a change is made, it rarely extends to the whole committee. Consequently it is reasonable to expect that they will have something like a settled policy. Therefore, if the selection of teachers be left in the hands of the general school committee, it would tend to give a similar character to our schools for successive years, and teachers that have proved successful would be retained for the same school for a long period. A frequent change of teachers is disastrous in its effects upon the welfare of any school, as every teacher has his own peculiar method of procedure in relation to the matters of his profession. Any method that will secure to our youth a steady course of training ought to be hailed by parents and the friends of education with joy.

It is reasonable to suppose that the general school committee are the most competent to select teachers, or, at least, it is so in most cases. The very qualifications that render them competent to perform the duty of superintending committee, fits them to seek and select teachers.

#### WELLFLEET.

Your committee would attach no blame to the gentlemen composing the prudential committee throughout the town; they do their duty as well as can be expected under existing circumstances. They are generally absent from home most of the time, and are sometimes absent when they are chosen. They are at home but a few days at a time, and have scarcely time to attend to the imperious demands of their business and the claims of their families. Following out our present plan, they must be chosen according to the principle of "rotation in office;" each man must have his turn once in his lifetime and get rid of it, as we must the whooping cough or measles. This keeps a green hand at the wheel all the time; and, as quick as a man becomes acquainted with his duties, he is out of office.

OF MEDICINE AND NATURAL PHILOSOPHY

FOR THE YEAR 1780

IN TWO VOLUMES

THE FIRST

CONTAINING

THE HISTORY OF THE

ROYAL SOCIETY

OF MEDICINE

AND NATURAL PHILOSOPHY

FOR THE YEAR 1780

IN TWO VOLUMES

THE SECOND

CONTAINING

THE HISTORY OF THE



# A P P E N D I X .

The following table shows the results of the study of the effect of the use of the "X-ray" in the diagnosis of the disease of the lungs. The results are given in terms of the percentage of correct diagnosis, the percentage of cases in which the disease was not detected, and the percentage of cases in which the disease was detected at an early stage.

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## APPENDIX.

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THE following Statistical Tables present an Abstract of the School Returns for the school-year 1851-2. They contain the most important facts returned by School Committees to the Secretary of the Commonwealth, as required by law. Obvious mistakes arising from inadvertence, or from a misapprehension of inquiries in the blank form, have been corrected as far as practicable, by examination and correspondence. The returns themselves generally evince care and fidelity on the part of committees. In respect to completeness and apparent correctness they surpass the returns of former years. Probably no statistics founded on returns made to the State Department under authority of law, embracing such a variety of facts, are more worthy of confidence or present a more just view of the matters reported. For example, the assessors' returns which formed the basis of the last State Valuation, were not so perfect. Even the Report of the Valuation Committee, as authorized by the Legislature for a standard of taxation, is not a more correct exhibition of the property of the State, than the following returns are of its Common Schools. This might be expected. From what class of municipal officers can we ever expect complete and accurate statements if not from school committees? If their returns were a mere estimate, yet as the estimate of educated men, having the best opportunity to form a wise judgment, they would be a valuable approximation to the truth and would answer important purposes. But so far from being a mere opinion, all the important facts returned are to be found in the school registers, or can be easily ascertained, (viz.: the number of schools, their length, the attendance, the number of teachers male and female, the amount and average of their wages, &c.,) so that a complete and accurate return of these facts is perfectly practicable. Still more: two items, deemed most essential, are embraced in a certificate which the committee are required by law to attest under oath. They certify before a magistrate to the number of children in the town between five and fifteen years of age, and to the amount of money raised for schools by taxes. They do not trifle with the obligations of an oath. To deny the general correctness of these items is to impugn the honor and integrity of good men. The number of children between five and fifteen is to be learned by an annual census, the law requiring and compensating the labor of taking it. The amount of school money raised by tax is a matter of public record, definite and certain. If such facts, a correct return of which is so practicable, and which the law has taken such pains to secure, are not returned truly by such men as compose our school committees, then it is surely vain to expect reliable statistics from any source, on any matters of public concern.

That the amount raised for schools by voluntary taxation is generally returned with entire accuracy is not to be doubted. This item alone is of sufficient value

to compensate the labor and expense of procuring the school returns. It is more important than all the rest returned, from the conclusions drawn from it, while it is the most accurate. This fact, together with the other sworn to, is the principal basis of the tables which follow the abstract of returns. These tables, therefore, especially the two first, rest mainly on the surest data, while they exhibit the most instructive and useful aspects of our Common School System. That they are highly valued for the interesting results they present, and for their salutary influence, is sufficiently evident from the reports of committees.

These statistics also furnish data for other tables, or other general conclusions, which may be formed from various comparisons and combinations, or other processes of calculation. They are a repository of facts which may be employed for future results by those who are interested in such investigations.

The original returns, just as they come from the committees, are bound each successive year, and preserved in the archives of the State. As a summary of the most essential facts pertaining to the schools, placed on record by intelligent citizens most conversant with them, thus presenting a continuous and condensed school-history of every town and city, they are of inestimable value. Their interest and worth in coming years, as elements of history, cannot now be appreciated.

The annual school returns furnish decisive evidence of the advance of our Common School System in proportion to the increase of population and wealth. Nothing shows more conclusively the interest of a people in any object or their real estimate of its value, than the amount of money they regularly pay for its support through voluntary taxation. The Common Schools of Massachusetts may safely be tested by this rule.

From the school-year 1841-2 to the last, 1851-2, inclusive, the annual appropriations of money raised by tax for the support of schools, including only the wages and board of teachers and fuel for the schools, were for the entire State as follows:—

1841-2,	raised by tax,	\$516,051.		
1842-3,	“ “	510,590,	Decrease,	\$5,461
1843-4,	“ “	548 470,	Increase,	37,880
1844-5,	“ “	576,556,	“	28,086
1845-6,	“ “	610,902,	“	34,346
1846-7,	“ “	662,870,	“	51,968
1847-8,	“ “	754,943,	“	92,073
1848-9,	“ “	830,577,	“	75,634
1849-50,	“ “	864,667,	“	34,090
1850-1,	“ “	915,839,	“	51,172
1851-2,	“ “	910,216,	Decrease,	5,623

The increase for the last year, 1851-2, Suffolk county excepted, was \$43,811, but Suffolk county having diminished its appropriations \$49,434, makes a diminution for the State of \$5,623.

It appears from the above, that within the period embraced, the appropriations rose from \$516,051, to the sum of \$910,216,—an increase of \$394,165, which is an increase of 76 per cent. in ten years.

In 1841-2 the amount raised by tax (\$516,051) was an average to each person of the whole population according to the census of 1840, of 70 cents; the amount in 1851-2, (\$910,261) was an average to each person of the population, according to the census of 1850 of 91½ cents—an advance of 21½ cents to every man, woman and child in the State.

In 1841-2 the money raised for schools by tax (\$516,051) was an average of \$2 79 for every child in the State between four and sixteen years of age; in 1851-2 the average was \$4 49 for each child in the State between five and fifteen years of age. The number of children between four and sixteen is larger than the number between five and fifteen, and the difference, (which cannot now be ascertained,) while it tends to augment the sum per child, will account only partially for the large increase.

At the former period (1841-2) there were 184 towns and cities which appropriated the sum of \$2, or more, for each child between four and sixteen, the law requiring \$1 25 as a condition of receiving a share of the income of the State School Fund; at the latter period (1851-2) there were 180 towns and cities which appropriated the sum of \$3, or more, for each child between five and fifteen, the law requiring \$1 50.

In the appropriations of money raised by tax from 1841-2 to 1851-2 inclusive, as stated above, the increase was 76 per cent., while in the entire population of the State from 1840 to 1850, according to the United States census, the increase was less than one half of 76 per cent.—35 per cent.

A correct comparison of the entire appropriations in the State, with the entire property of the State is impracticable. A comparison with the State valuations merely would lead to erroneous results, because these valuations do not correctly represent the actual property of the Commonwealth. The valuation of 1840 bears a much less proportion to the property of that period, than the valuation of 1850 bears to the property then existing. Therefore, the increase in the valuation of 1850, is not to be taken as the actual increase in the value of property between the two periods. Any calculations based on such a supposition would be entirely fallacious. The valuation of 1850 was an increase of nearly 100 per cent. upon that of 1840, but surely the property of the State was not doubled in ten years.

The appropriations of 1841-2 are equal to a tax of *one mill and seven tenths* per dollar of the valuation of 1840, while the appropriations of 1851-2 are equal to a tax of *one mill and five tenths* per dollar of the last valuation. From this result the inference is not to be drawn, that the appropriations have not increased with the advance in wealth. This conclusion would be just, if the valuations in each case were just—a true representation of the amount of property. But as the different valuations are in very different proportions to the actual wealth existing when the valuations were taken, such a conclusion is necessarily erroneous. According to the several valuations there may be no relative increase, while according to property there may be an advance of several per cent.

In corroboration of the above is the following statement, furnished by a gentleman distinguished for accuracy, and whose official relations have led him to be more conversant than any other person with the whole matter of State valuations.

“The question you propose to me is as follows—‘*How much must be added to the Valuation of 1840 to make it bear the same proportion to the actual property of*

1840, that the Valuation of 1850 bears to the property of the State at that period? An accurate answer to this question cannot be given now. In all the valuations under the constitution previous to the last, the prominent aim of the respective county delegations was to appraise the property just high enough to prevent loss in their senatorial representations, and just low enough to prevent an undue proportion of taxes. These considerations presented the points of conflict in the Valuation Committee, and in the Legislature to which their reports were sent. It is obvious that the true and just value of the property could not, under such circumstances, be established, and it is now, I think, impossible to ascertain in any given case what the true and just value was. It is true the lists of the property may be readily obtained, but without a labor almost interminable the valuation of the items for any one year, say 1840, could not now be made. All that is certain in regard to the established valuation of 1840 is that it was *much too low*.

"The valuation of 1850 was an approximation to the true value of the property of the Commonwealth. The constitution having been altered so as to base the Senate on population, there was nothing to induce or warrant the sharp practice of former times—a tax of \$100,000, apportioned on the several counties, would be the same, whether predicated on an aggregate of *three* hundred millions or *six* hundred millions. There was of course nothing to fight for, and the Valuation Committee was driven to the necessity of being honest. The consequence is that their valuation is a much nearer approximation than any or all other valuations."

Although calculations based on the supposed justness of the several State valuations would greatly mislead, yet, that the appropriations for schools have increased, with the taxable property of the State, there surely can be no reason to question in view of the facts already stated, viz.: that the aggregate increase of appropriations within the period in question (1841-2 to 1851-2) has been the sum of \$394,165; that they have advanced from \$2 79 to each child between four and sixteen, to \$4 46 to each child between five and fifteen, and from 70 cents to each person of whatever age according to the census of 1840, to 91½ to each person according to the census of 1850; and that the increase in the appropriations has been 76 per cent., while the increase of the population has been only 35 per cent.

In 1841-2 the number of Public Schools, as returned, was 3,198; in 1851-2 the number was 4,056,—an increase of 858 schools, or 27 per cent.

In 1841-2 the number of teachers returned, male and female, including summer and winter terms, was 6,782; in 1851-2 the number was 8,910—an increase of 2,128, or 31 per cent. Within the period embraced, the number of male teachers has slightly diminished, while the number of female teachers has increased from 4,282 to 6,456—an increase of 2,174, or 51 per cent.

The average attendance on the schools has regularly advanced with our population. In 1841-2 the mean average attendance for the year on the Public Schools was 107,033, while in 1851-2 it was 144,477, making an increase of 37,444. This is an increase of 35 per cent., being almost exactly the increase of the whole population from 1840 to 1850, which was nearly 35 per cent. Again, in 1841-2 the ratio of the mean average attendance for the year to the whole population of 1840 was 14½ per cent. while in 1851-2 the ratio of the mean average to the whole population of 1850 was the same, 14½ per cent. This is a gratifying result, considering the vast increase of our foreign population within this period, and that this class more than any other neglect our public schools.

Again, the amount of tuition paid at private schools, and the attendance upon them, which have diminished rather than increased, show most conclusively the estimation in which the Public Schools are held by the people of the Commonwealth. Our Common Schools must command general confidence, or an attendance on private schools will increase rapidly. It should be observed, also, that a large number of those returned as attending private schools are such as have attended the public schools while kept, and who therefore have had the advantages of a private school for a short time, in addition to those of the common school, and not as a substitute for them.

The views and favorable results that have been presented afford sufficient evidence of the value of the school statistics and of the successful working of our Common School System; and it is a just occasion for gratulation that the Free Schools of our honored Commonwealth are so steadily advancing with her growth, and contributing more surely and largely than ever to her intelligence and prosperity.









**ABSTRACT OF SCHOOL RETURNS.**

SUFFOLK COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.				No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.		No. over 15 years of age who attend School.		No. of persons between 5 and 15 years of age in the town.		NUMBER OF TEACHERS.				AGGREGATE LENGTH-OF THE SCHOOLS.				
			In Summer.		In Winter.		In Summer.		In Winter.		No. of persons under 5 years of age who attend School.		No. over 15 years of age who attend School.		No. of persons between 5 and 15 years of age in the town.		SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.		
																	Males.		Females.					Males.	
			In Summer.		In Winter.		In Summer.		In Winter.		In Summer.		In Winter.		In Summer.		In Winter.		In Summer.		In Winter.		In Summer.		In Winter.
Boston,	136,884	\$213,310,067	00	220	21,723	21,942	17,540	18,123	1629	519	24,722	78	315	75	317	1100	1100	2200							
Chelsea,	6,701	3,475,161	00	16	1,356	1,372	1,075	1,098	101	58	1,281	2	23	2	23	90	90	180							
North Chelsea,	935	801,944	00	4	158	153	125	120	3	8	164	1	3	2	2	20.14	20.14	41.8							
Total,	144,520	217,587,172	00	240	23,237	23,467	18,740	19,341	1733	585	26,167	81	341	79	342	5.1	5.1	10.2							

## SUFFOLK COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of Board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Boston,	\$116 63	\$30 61	\$196,650 72	1	\$8000 00	\$411 50	1	1	1549	\$94,800 00	53	1549	\$94,800 00	\$5,219 12	City Treasury.
Chelsea,	95 00	21 09	6,450 00	1	—	—	1	1	50	350 00	2	50	350 00	249 83	Schools.
North Chelsea,	43 00	18 00	1,200 00	1	1	—	1	1	5	50 00	1	5	50 00	34 40	do.
Total,	84 87	23 23	204,300 72	1	8000 00	411 50	1	1	1604	95,200 00	56	1604	95,200 00	5,503 35	

## ESSEX COUNTY.

TOWNS.	Population—1850. States	Valuation—1850.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF TIME SCHOOLS.		
												SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
			In Summer.	In Winter.	In Summer.	In Winter.	Males.	Females.				Males.	Females.					
Amesbury,	3143	\$1,020,425 00	16	395	594	294	434	36	70	541	1	11	12	4	45.12	57.15	103.07	
Andover,	6945	3,131,122 75	25	1226	1172	916	885	67	56	1596	1	23	16	11	114.15	84.03	198.18	
Beverly,	5376	2,156,012 85	17	960	1056	726	825	90	114	1181	3	13	10	6	74	72	146	
Boxford,	982	538,288 67	7	185	234	149	187	25	59	222	—	7	7	—	21.19	17.14	39.13	
Bradford,	1328	368,278 00	4	192	217	149	156	20	21	382	1	3	3	1	16.02	15.07	31.09	
Danvers,	8110	3,312,779 10	27	1500	1567	1031	1140	208	150	1953	7	21	16	13	100	112	212	
Essex,	1585	633,895 20	10	53	384	39	293	31	62	315	—	2	6	3	7.08	41.07	48.15	
Georgetown,	2052	715,213 00	9	376	382	280	299	41	29	437	—	8	4	5	28	29.14	57.14	
Gloucester,	7805	2,360,251 95	26	1636	1704	1307	1369	175	207	1626	3	23	12	20	143	143	286	
Groveland,	1286	397,079 00	5	239	282	158	172	25	56	323	—	5	4	1	22	15.06	37.06	
Hamilton,	889	452,403 00	4	149	182	119	133	17	44	165	—	4	3	1	15.18	13.13	29.11	
Haverhill,	5877	2,243,497 00	25	1134	1147	928	950	23	103	1255	4	24	16	12	107.10	105	212.10	
Ipswich,	3349	1,062,792 50	13	663	645	515	511	50	59	716	3	12	9	4	59.05	48.10	107.15	
Lawrence,	8283	6,003,716 20	18	1709	1593	1391	1314	127	118	1651	3	24	3	3	85	90	175	
Lynn,	14,257	4,148,989 40	38	3386	3386	2221	2221	275	192	3035	10	38	10	38	216	216	432	
Lynnfield,	1723	345,356 00	3	198	185	145	145	15	32	208	—	3	2	1	15.17	7.11	23.08	
Manchester,	1638	499,507 50	8	342	355	265	288	35	23	335	1	7	1	7	41.07	41.08	82.15	
Marblehead,	6167	2,033,950 60	15	1140	1123	995	875	72	50	1583	3	15	4	14	82.10	82.10	165	
Methuen,	2543	1,059,148 45	11	382	480	298	370	22	56	490	1	9	7	4	44.03	28.05	72.08	
Middleton,	832	310,417 00	4	168	172	136	135	12	23	189	—	4	3	—	16	9.17	25.17	
Newbury,	4426	663,155 30	6	230	209	134	145	14	53	237	1	5	3	3	29	25	54	
Newburyport,	9572	5,390,039 55	30	1819	1872	1537	1486	—	100	2586	9	28	9	28	180	180	360	

Rockport,	3255	672,410	07	8	701	645	560	514	52	169	725	4	8	5	2	34	34.05	68.05
Rowley,	1075	456,089	37	7	227	185	162	138	28	11	206	-	6	1	4	24.05	14.10	38.15
Salem,	20,263	13,654,738	70	40	3042	2990	2729	2708	1496	75	4042	9	57	9	56	200	240	440
Salisbury,	3100	1,023,861	83	12	628	229	416	154	69	25	685	2	9	3	3	84.03	25.18	110.01
Saugus,	1552	491,917	50	6	375	375	243	243	33	21	339	1	5	1	5	30.10	30.11	61.01
Topsfield,	1171	468,981	30	5	223	223	151	166	10	37	254	-	5	4	1	22.10	10.15	33.05
Wenham,	977	354,409	00	5	167	250	134	191	33	36	224	-	4	2	3	15	17.18	32.18
West Newbury,	1746	578,671	10	8	250	385	188	270	15	52	407	1	5	5	3	21.06	32.06	53.12
Total,	131,307	56,556,466	89,412	23,695	24,223	18,316	18,717	3,116	2103	27,998	68	388	190	278	4.10	4.10	9	

## ESSEX COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Amesbury,	\$28 49	\$12 67	\$2,000 00	—	—	—	—	1	3	281	10	284	\$193 82	\$122 98	Schools.
Andover,	34 64	17 08	4,500 00	—	\$80,050 00	\$2,627 00	—	—	—	—	7	114	550 00	321 64	"
Beverly,	36 00	12 00	3,500 00	—	—	—	—	1	32	750 00	8	160	1,200 00	256 28	"
Boxford,	31 93	14 28	700 00	—	2,185 00	131 10	\$61 77	1	125	2,200 00	2	25	33 00	44 29	"
Bradford,	33 60	11 87	752 50	\$20 00	—	—	—	1	—	—	1	22	40 00	58 91	"
Danvers,	45 00	12 00	8,788 00	—	3,000 00	180 00	575 00	—	—	—	5	120	1,000 00	369 59	"
Essex,	35 50	13 75	1,300 00	—	—	—	—	—	—	—	5	100	600 00	64 50	"
Georgetown,	28 30	17 45	1,000 00	—	—	—	45 00	—	—	—	2	47	460 00	93 95	"
Gloucester,	41 60	17 04	6,600 00	—	—	—	—	—	—	—	4	106	1,115 00	373 67	"
Groveland,	28 25	13 83	744 25	—	—	—	—	1	35	450 00	—	—	—	64 29	"
Hamilton,	30 00	14 70	600 00	—	—	—	—	—	—	—	—	—	—	29 24	"
Haverhill,	34 32	18 65	5,000 00	—	—	—	521 17	—	—	—	2	30	125 00	262 51	"
Ipswich,	37 76	9 95	2,500 00	—	5,000 00	300 00	—	1	—	—	3	106	1,462 00	150 07	Ref. Books, &c
Lawrence,	63 53	18 75	10,000 00	—	—	—	—	1	—	—	1	40	800 00	242 31	Schools.
Lynn,	55 35	15 80	15,000 00	—	—	—	—	1	20	440 00	6	117	—	623 93	"
Lynnfield,	33 50	20 00	600 00	—	—	—	—	—	—	—	1	15	130 00	43 86	"
Manchester,	38 09	15 43	1,600 00	—	—	—	—	—	—	—	1	30	500 00	77 40	"
Marblehead,	50 67	14 92	4,500 00	—	—	—	—	1	—	—	10	315	2,500 00	346 15	"
Methuen,	29 62	15 33	1,700 00	114 00	—	—	—	—	—	—	1	20	120 00	118 25	Town Treas.
Middleton,	34 00	12 41	500 00	—	—	—	—	—	—	—	—	—	—	44 07	Schools.
Newbury,	29 12	13 91	1,080 00	—	—	—	—	1	27	190 00	—	—	—	219 09	"
Newburyport,	45 37	12 90	9,894 00	—	15,000 00	750 00	—	1	85	—	—	412	3,645 00	424 62	"



Rockport,	41 00	19 00	2,500 00	-	-	-	-	-	-	-	-	-	-	-	-	1	40	360 00	153 73	Schools.
Rowley,	20 00	16 77	700 00	-	-	-	-	-	-	-	-	-	-	-	-	2	10	50 50	47 51	"
Salem,	76 75	17 36	19,601 17	-	-	-	-	-	-	-	-	-	-	-	-	32	630	10,013 00	643 93	"
Salisbury,	29 51	14 84	1,700 00	-	-	-	-	-	-	-	-	-	-	-	-	5	35	433 00	142 76	"
Saugus,	27 00	17 50	1,320 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	72 02	Not returned.
Topsfield,	30 00	10 33	700 00	-	-	-	-	-	-	-	-	-	-	-	-	2	58	101 00	54 18	Schools.
Wenham,	33 56	13 08	600 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	49 67	"
West Newbury,	30 66	15 00	1,150 00	-	-	-	-	-	-	-	-	-	-	-	-	2	80	88 29	82 34	"
Total,	37 10	14 72	111,129 92	134 00	105,335 00	3,988 10	1,202 94	11	605	9,421 00	133	2974	25,519 61	5,597 74						

## MIDDLESEX COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend school.	No. over 15 years of age who attend school.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Winter.		In Summer.					SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
				In Summer.	In Winter.	In Summer.	In Winter.				Males.	Females.	Males.	Females.			
Acton,	1605	\$541,225 00	9	329	424	249	342	64	59	347	—	6	6	3	23.08	27.03	50.11
Ashby,	1218	580,860 00	9	267	319	229	249	23	66	265	—	9	9	5	26	25	51
Ashland,	1304	407,121 00	8	290	298	230	231	31	44	299	—	8	8	4	21.11	24.16	46.07
Bedford,	975	350,999 00	6	212	221	162	185	31	45	167	—	6	5	1	27.05	16.17	44.02
Billerica,	1646	870,595 00	11	391	345	300	311	55	49	353	—	11	7	4	40.11	35.12	76.03
Boxborough,	396	239,712 00	4	69	103	60	88	8	22	72	—	4	4	—	11.06	12.04	23.10
Brighton,	2356	1,634,725 00	9	562	537	413	403	72	38	445	3	7	3	7	54	54	108
Burlington,	547	287,868 00	5	97	90	53	60	10	18	96	—	2	2	—	11.05	7	18.05
Cambridge,	15215	10,608,787 70	36	3377	3450	2380	2409	—	256	3340	10	42	10	44	178.14	206	384.14
Carlisle,	719	323,524 00	5	119	145	90	105	9	40	119	—	5	4	1	16	15.15	31.15
Charlestown,	17216	8,624,690 00	36	4294	3926	2500	2416	315	130	3200	10	48	10	46	216	204	420
Chelmsford,	2098	958,369 00	12	466	510	336	398	64	86	472	—	12	8	4	45.08	43.06	88.14
Concord,	2249	1,262,803 20	11	356	439	296	369	27	82	375	1	10	6	5	56	46	102
Dracut,	3503	700,182 00	11	370	387	248	290	48	85	359	—	11	11	—	42.18	35.06	78.04
Dunstable,	590	361,061 00	5	120	125	88	96	14	36	97	—	5	3	2	13.16	15	28.16
Frammingham,	4235	1,910,613 00	16	730	796	585	653	54	167	804	2	14	9	8	62	61.08	123.08
Groton,	2515	1,451,025 00	17	470	565	346	430	71	103	571	—	17	11	5	53	54.02	107.02
Holliston,	2428	821,596 00	13	495	578	423	482	41	50	489	—	11	10	3	32.05	37.11	69.16
Hopkinton,	2801	887,091 50	11	482	535	369	408	65	76	554	1	12	9	4	32.17	29	61.17
Lexington,	1894	1,170,428 00	8	334	378	256	277	26	47	350	2	6	5	3	41.04	34.05	75.09
Lincoln,	632	432,822 00	4	106	128	86	101	8	39	117	—	4	4	—	14.11	12.05	26.16
Littleton,	991	471,879 00	7	170	210	125	176	16	72	172	—	7	6	1	26.04	22	48.04

Lowell,	33385	16,866,919	10	60	7408	6335	4207	4279	909	555	5432	21	82	21	82	295	302.06	597.06
Malden,	33520	1,731,662	40	11	740	707	539	544	24	26	594	2	9	3	8	67.05	33.05	100.10
Marbleborough,	2941	1,172,267	00	14	494	644	381	554	44	88	653	3	12	7	6	35.	51	86
Medford,	3749	2,409,333	00	11	715	698	560	514	43	32	686	1	11	3	12	60.	66	126
Melrose,	1260	505,098	00	3	249	251	207	196	24	9	318	1	3	1	2	16.10	16.10	33
Natick,	2744	916,210	00	9	506	594	380	469	63	68	577	-	11	5	7	28.11	26.16	55.07
Newton,	5258	3,157,340	00	16	929	927	746	687	30	51	1061	5	13	9	6	90.05	75.10	165.15
Pepperell,	1754	740,823	80	9	376	473	269	303	42	87	406	-	9	7	2	26.07	25	51.07
Reading,	3108	1,071,042	00	13	621	614	435	485	68	70	546	-	14	6	7	58	38.19	96.19
Sherborn,	1043	516,983	00	7	192	247	155	207	33	49	212	-	7	6	1	21.11	21.09	43
Shirley,	1158	569,910	00	7	209	242	171	191	27	50	232	-	7	3	4	21.15	21.12	43.07
Somerville,	3540	2,102,631	00	12	837	845	502	524	102	41	700	3	12	4	12	60	66	126
South Reading,	2407	755,019	00	8	516	444	346	354	13	50	419	1	7	2	6	36.05	36.05	72.10
Stoneham,	2085	481,862	00	10	382	379	236	249	45	60	375	-	8	1	6	39.05	27.12	66.17
Stowe,	1455	623,390	00	6	263	317	193	240	18	47	283	-	6	5	1	23.06	19	42.06
Sudbury,	1578	915,867	00	5	305	387	232	305	34	95	358	-	5	5	-	20	16	36
Tewksbury,	1042	616,308	00	7	205	216	142	156	34	36	220	-	7	3	4	26.10	21.10	48
Townsend,	1947	855,970	00	13	415	516	328	423	69	118	427	-	12	5	2	23.03	19.17	78.14
Tyngsborough,	799	492,830	00	7	149	179	109	141	16	37	183	-	7	5	3	77	77	154
Waltham,	4464	2,778,446	50	14	843	886	674	665	57	91	727	2	15	3	14	77	38.10	77
Watertown,	2837	2,351,583	20	7	496	543	382	422	58	26	541	3	6	3	6	38.10	20.06	39
Wayland,	1115	479,084	00	6	247	245	195	195	20	29	228	-	6	4	2	18.14	35	70
W. Cambridge,	2202	1,671,644	10	7	395	403	296	334	29	39	389	3	4	4	5	35	29.14	63.03
Westford,	1473	814,078	00	11	294	310	207	270	27	77	343	-	9	8	3	33.09	22.08	46.08
Weston,	1205	768,876	00	6	188	233	140	199	15	45	227	-	6	6	-	24	13	31.11
Wilmington,	876	399,643	00	5	154	178	97	132	19	42	117	-	5	3	2	18.11	35.10	75.10
Winchester,	1353	649,346	00	8	260	271	204	200	21	54	216	2	6	2	6	40	36.11	103.16
Woburn,	3954	1,962,577	00	12	707	717	543	551	76	64	772	1	13	4	10	67.05		
Total,	161,385	83,264,719	50	557	33,301	34,010	22,400	24,368	3,012	3646	30,625	76	569	281	372	4.06	4	8.06

## MIDDLESEX COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including amount of teachers, board, and fuel.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	Number of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	How appropriated.
Acton,	\$34 06	\$14 16	\$1,100 00	\$3 00	-	-	-	1	40	120 00	2	58	\$174 00	\$74 61 Schools.
Ashby,	27 46	14 40	900 00	15 00	-	-	-	-	-	-	1	12	8 40	45 79 "
Ashland,	38 10	16 79	1000 00	70 00	-	-	-	-	-	-	1	45	140 00	63 29 "
Bedford,	29 80	14 54	800 00	-	-	-	92 63	-	-	-	2	26	63 00	35 69 "
BillERICA,	27 71	13 59	1500 00	-	-	-	-	-	-	-	1	-	-	75 47 "
Boxborough,	27 50	12 75	500 00	-	-	-	-	-	-	-	1	-	-	17 41 "
Brighton,	55 55	16 69	3500 00	-	-	-	58 93	-	-	-	1	-	-	86 43 "
Burlington,	35 00	12 27	300 00	-	-	-	-	-	30	1000 00	12	208	3636 00	18 92 "
Cambridge,	84 24	24 44	23486 36	-	-	-	-	1	175	3500 00	6	135	-	651 24 City Treasury
Carlisle,	24 56	13 17	681 50	-	\$500 00	\$30 00	15 00	1	-	-	4	100	1600 00	22 57 Schools.
Charlestown,	80 00	21 38	22630 00	-	5600 00	336 00	-	-	-	-	1	20	125 00	630 27 "
Chelmsford,	32 84	15 11	2000 00	15 00	-	-	-	-	-	-	1	-	600 00	91 37 "
Concord,	41 17	16 55	2700 00	-	1600 00	95 94	-	-	-	-	1	-	-	81 06 "
Dracut,	24 17	12 11	1000 00	-	-	-	323 96	-	-	-	1	-	-	147 27 "
Dunstable,	25 37	12 99	450 00	44 50	-	-	-	-	-	-	3	49	-	25 16 "
Framingham,	46 29	21 27	3810 00	15 50	3500 00	40 00	-	-	-	-	1	-	957 00	171 57 "
Groton,	30 75	13 95	2500 00	85 00	620 00	32 00	-	1	150	2200 00	1	70	1000 00	128 57 "
Holliston,	33 19	16 50	1800 00	12 00	-	-	-	-	-	-	1	-	1000 00	104 92 "
Hopkinton,	28 40	18 43	2575 00	-	4000 00	240 00	-	-	-	-	2	60	1140 00	124 70 "
Lexington,	42 44	20 04	2500 00	-	-	-	-	-	-	-	2	-	-	73 31 "
Lincoln,	36 20	15 20	670 00	-	1204 21	72 42	-	-	-	-	1	-	-	29 03 "
Littleton,	32 16	15 03	1050 00	-	-	-	-	-	-	-	3	45	35 00	43 21 "

	64 05	19 50	43000 00	-	-	-	-	-	-	5	-	-	1164 23
Lowell,	59 85	19 82	4000 00	65 00	-	-	-	-	-	-	-	-	Schools.
Malden,	38 20	15 14	2250 00	16 00	-	-	-	-	-	-	-	-	"
Marlborough,	58 34	16 59	4243 44	-	26 40	-	-	-	-	-	-	-	"
Medford,	45 45	17 78	1150 00	-	-	-	-	-	-	-	-	-	"
Melrose,	32 34	19 77	1500 00	-	-	-	-	-	-	-	-	-	"
Natick,	49 64	17 78	5000 00	435 00	-	-	-	-	-	-	-	-	Town Treas.
Newton,	31 89	14 86	1000 00	-	-	-	-	-	-	-	-	-	Schools.
Pepperell,	33 42	17 50	2000 00	-	-	-	-	-	-	-	-	-	Town expen.
Reading,	28 55	13 02	925 00	-	-	-	-	-	-	-	-	-	Schools.
Sherborn,	30 39	15 08	800 00	70 00	-	-	-	-	-	-	-	-	"
Shirley,	60 00	21 66	5575 00	-	-	-	-	-	-	-	-	-	Town Treas.
Somerville,	51 06	18 15	2100 00	20 00	-	-	-	-	-	-	-	-	School appar.
South Reading,	50 00	18 25	1700 00	-	-	-	-	-	-	-	-	-	Schools.
Stoneham,	30 32	15 76	1000 00	-	-	-	-	-	-	-	-	-	"
Stowe,	32 80	14 00	780 00	-	26 00	-	-	-	-	-	-	-	"
Sudbury,	26 00	16 16	1000 00	-	433 33	-	-	-	-	-	-	-	"
Tewksbury,	28 32	14 23	1200 00	182 84	-	-	-	-	-	-	-	-	"
Townsend,	23 18	12 90	800 00	-	111 11	-	-	-	-	-	-	-	"
Tyngsborough,	63 84	18 74	5000 00	-	2222 22	-	-	-	-	-	-	-	"
Waltham,	54 54	20 21	3300 00	-	-	-	-	-	-	-	-	-	"
Watertown,	32 50	18 31	900 00	-	200 00	-	-	-	-	-	-	-	"
Wayland,	50 00	16 00	2316 64	-	324 07	-	-	-	-	-	-	-	"
W. Cambridge,	29 15	12 44	1200 00	-	5484 00	-	-	-	-	-	-	-	"
Westford,	31 35	14 25	1100 00	36 00	14000 00	-	-	-	-	-	-	-	"
Weston,	30 00	15 78	625 00	-	-	-	-	-	-	-	-	-	Not received.
Wilmington,	50 00	19 43	2000 00	-	-	-	-	-	-	-	-	-	Schools.
Winchester,	43 92	22 50	3000 00	247 00	-	-	-	-	-	-	-	-	"
Woburn,													
Total,	39 92	16 54	176,947 94	1331 84	39,803 77	2,545 94	538 88	9,530	9130 00	86	16329	20,431 40	6,345 30

## WORCESTER COUNTY.

TOWNS.	Population, U. States Census, 1850.	Valuation—1850.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
			No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.					SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total.
			In Summer.	In Winter.	In Summer.	In Winter.	In Summer.	In Winter.				Males.	Females.	Males.	Females.			
Ashburnham,	1875	\$681,420 00	14	416	521	351	430	56	116	425	1	12	10	4	36.01	37	73.01	
Athol,	2033	639,384 00	15	405	546	325	429	64	101	420	—	12	3	12	34.02	40.01	74.03	
Auburn,	879	399,896 00	5	189	189	125	161	24	16	201	—	5	3	2	16.11	15	31.11	
Barre,	2976	1,430,964 00	18	486	651	387	548	53	118	596	—	18	10	9	56.15	58.14	115.09	
Berlin,	866	276,330 00	5	135	175	99	140	12	23	189	—	5	5	—	12.19	14.08	27.07	
Blackstone,	4391	1,705,166 00	15	725	667	489	464	109	78	871	3	11	7	7	52.15	60.13	113.08	
Bolton,	1263	525,254 00	9	229	314	176	247	25	57	301	1	7	7	2	26.06	31.03	57.09	
Boylston,	918	450,982 60	7	181	212	143	177	30	43	212	1	6	3	3	21	15.11	36.11	
Brookfield,	1673	632,064 00	9	267	365	228	291	36	75	333	—	8	6	3	23.11	26.05	49.16	
Charlton,	2015	942,701 00	13	400	480	307	374	14	98	370	—	13	11	2	43.06	36.19	80.05	
Clinton,	3113	909,148 00	7	490	384	268	263	38	52	495	2	4	2	5	28.10	30.15	59.05	
Dana,	842	211,123 00	6	200	227	154	177	24	48	198	—	6	5	1	17.11	15.05	32.16	
Douglas,	1878	678,709 00	10	421	444	292	328	51	41	364	—	10	8	3	35.07	37.08	72.15	
Dudley,	1446	651,391 00	7	250	314	193	241	31	39	307	—	7	5	2	25.10	25.10	51	
Fitchburg,	5120	2,039,864 60	22	993	1112	743	781	65	173	1033	2	20	7	16	89.19	73.03	163.02	
Gardner,	1533	558,389 60	7	310	417	259	358	36	112	390	—	7	5	5	19.16	27	46.16	
Grafton,	3925	1,356,063 00	17	653	771	525	600	89	76	858	—	17	7	10	49	54.17	103.17	
Hardwick,	1631	829,396 00	12	305	375	246	311	34	80	290	—	12	7	5	33.16	37	70.16	
Harvard,	1630	741,352 00	10	255	338	210	271	19	77	334	—	10	8	2	27	28.02	55.02	
Holden,	1933	787,834 50	13	401	494	308	402	32	88	460	—	11	5	8	31.18	40.03	72.01	
Hubbardston,	1825	643,503 00	15	391	524	327	439	40	104	430	—	13	7	8	42	38.16	80.16	
Lancaster,	1688	674,924 00	11	300	349	211	287	51	75	318	—	11	9	2	49.10	31	80.10	
Leicester,	2269	1,219,330 00	13	371	441	304	318	58	29	460	—	13	3	9	40.05	33.05	73.10	
Leominster,	3121	1,244,051 10	13	604	652	490	538	33	149	624	1	11	8	6	42.05	42.07	84.12	

Lunenburg,	1249	636,547	00	9	252	314	201	252	16	70	287	—	9	7	2	24	27.04	51.04
Mendon,	1301	668,839	60	8	259	309	188	221	52	68	284	1	6	7	2	17	26.15	43.15
Milford,	4819	1,144,721	00	17	1135	932	858	691	85	95	889	3	20	10	9	49.07	47.15	97.02
Millbury,	3081	985,034	00	10	431	566	298	426	47	44	535	—	9	4	7	33.09	35.06	68.15
New Braintree,	852	554,620	00	8	200	279	162	296	27	54	181	—	7	4	2	21.05	21	42.05
Northborough,	1535	625,596	00	7	273	319	217	277	24	75	307	—	7	3	3	27.03	21.02	48.05
Northbridge,	2229	627,979	70	9	364	348	270	284	38	64	476	2	12	4	5	25.10	34.10	60
N. Brookfield,	1939	651,332	00	13	476	565	361	470	39	38	499	—	12	6	7	38.15	32.15	71.10
Oakham,	1137	413,351	00	8	208	285	168	245	33	40	233	—	8	6	2	20.10	20	40.10
Oxford,	2380	955,645	00	10	469	487	325	347	49	62	535	1	9	8	2	36	32	68
Paxton,	820	298,714	00	6	146	222	122	187	28	30	161	—	5	4	2	12.18	19.12	32.10
Petersham,	1527	792,077	00	14	330	380	267	308	30	68	376	—	14	8	5	38.06	35.10	73.16
Phillipston,	809	383,141	00	7	166	230	137	197	18	52	178	—	7	4	3	19	18.05	37.05
Princeton,	1318	631,911	00	10	279	337	260	275	41	87	296	—	10	9	1	28.07	25.12	53.19
Royalston,	1546	751,008	00	14	322	418	275	363	31	112	327	—	13	6	8	33.19	38.15	72.14
Rutland,	1223	513,447	00	11	281	334	193	272	24	62	339	—	8	4	7	20.06	25.10	45.16
Shrewsbury,	1598	788,836	00	9	264	369	219	289	25	91	295	—	7	7	2	19.12	21.15	41.07
Southborough,	1347	598,407	60	7	241	305	177	229	30	43	278	—	11	8	—	21	18.14	39.14
Southbridge,	2824	1,131,673	00	11	551	531	383	407	90	57	621	—	11	5	8	35	29.10	64.10
Spencer,	2243	825,611	00	12	465	562	378	442	61	57	576	—	12	10	4	32.05	31	63.05
Sterling,	1800	801,310	00	12	368	516	293	428	45	113	399	—	12	10	2	31	33.06	64.06
Sturbridge,	2119	846,330	00	14	390	453	314	391	51	63	500	—	13	9	5	37.15	42.02	79.17
Sutton,	2595	977,822	00	14	515	514	363	390	40	55	554	—	14	10	4	38.09	42.18	81.07
Templeton,	2173	877,725	00	10	415	496	322	408	31	68	471	—	12	7	3	31.14	28	59.14
Upton,	2023	601,308	00	12	320	404	305	361	46	56	410	—	10	5	7	28.12	30.10	59.02
Uxbridge,	2457	1,129,366	50	13	417	509	317	372	80	73	555	—	11	7	5	38	39	77
Warren,	1776	886,931	00	12	297	351	233	276	57	39	366	—	10	—	12	33	38	71
Webster,	2371	801,934	00	9	357	403	284	294	35	29	469	1	8	5	4	48.10	41.15	90.05
Westborough,	2376	768,499	50	10	410	505	326	415	41	68	445	—	11	3	9	33	29	62
W. Boylston,	1749	531,117	00	8	316	348	243	273	34	42	310	—	9	5	3	26.14	23.08	50.02
W. Brookfield,	1344	528,764	00	7	263	298	148	221	31	59	286	—	6	4	3	14.10	18.10	33
Westminster,	1916	732,784	00	14	463	487	363	398	51	114	422	—	14	9	5	38.14	41	79.14
Winchendon,	2445	918,365	00	12	402	495	329	347	38	90	467	—	12	9	3	35.17	33.01	98.18
Worcester,	17059	11,085,506	70	38	3047	2827	2000	2175	277	309	2083	3	54	11	49	199.10	143.15	343.05
Total,	130,817	55,497,794	00	658	24,409	27,660	18,461	21,718	2,669	4315	26,891	22	633	369	321	3.02	3.01	6.03

## WORCESTER COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Ashturnham,	\$28 97	\$19 17	\$1500 00	—	—	—	—	—	—	—	2	80	\$200 00	\$94 60	Schools.
Athol,	26 18	16 73	1200 00	\$35 42	—	—	—	—	—	—	2	9	38 10	93 52	"
Auburn,	17 41	15 30	600 00	—	—	—	—	—	—	—	2	—	—	41 28	"
Barre,	25 62	14 62	2000 00	—	—	—	—	—	—	—	2	45	150 00	130 08	"
Berlin,	26 31	11 66	500 00	—	\$520 00	—	—	—	—	—	1	37	4 75	35 90	"
Blackstone,	33 60	15 50	2300 00	—	—	—	\$280 00	—	—	—	1	19	228 00	158 89	"
Bolton,	37 62	15 62	1064 89	150 00	1200 00	\$720 00	154 59	—	—	—	2	50	42 00	59 55	"
Boylston,	31 56	13 05	750 00	20 00	—	—	—	—	—	—	2	75	—	45 37	"
Brookfield,	26 16	16 29	1200 00	5 75	—	—	—	—	—	—	2	—	1725 00	72 67	"
Charlton,	26 34	12 31	1400 00	28 50	1000 00	60 00	—	—	—	—	3	62	—	82 13	"
Clinton,	60 52	26 40	2212 50	—	—	—	—	—	—	—	1	6	10 00	92 23	Town Exp's.
Dana,	22 39	12 11	440 00	100 58	—	—	—	—	—	—	1	8	38 00	—	Not received.
Douglas,	24 82	18 21	1200 00	75 00	700 00	42 00	120 00	—	—	—	1	30	500 00	75 90	Schools.
Dudley,	23 14	13 26	900 00	55 00	2000 00	120 00	—	—	—	—	1	—	—	67 94	"
Fitchburg,	37 15	16 39	4600 00	28 00	—	—	—	—	—	268 93	2	50	232 50	181 67	"
Gardner,	37 78	13 62	950 00	10 00	—	—	—	—	—	—	2	19	60 50	88 15	"
Grafton,	28 45	16 32	2000 00	—	—	—	60 00	—	—	405 00	8	30	180 00	—	Not received.
Hardwick,	24 60	13 10	1300 00	—	200 00	12 00	—	—	—	—	1	40	100 00	66 01	Schools.
Harvard,	26 54	11 14	1200 00	—	—	—	36 00	—	—	—	1	—	—	65 79	"
Holden,	29 43	16 07	1200 00	—	366 66	202 00	—	—	—	—	2	30	130 00	98 04	"
Hubbardston,	27 34	13 52	1200 00	—	1200 00	72 00	—	—	—	—	1	50	125 00	98 25	"
Lancaster,	29 74	13 76	1500 00	—	—	—	—	—	—	425 00	1	7	2500 00	73 53	"
Leicester,	26 33	13 37	1160 00	—	1000 00	60 00	—	—	—	1266 25	1	—	—	93 10	"
Leominster,	41 31	14 14	2150 00	23 00	100 00	6 00	—	—	—	—	7	27	158 50	118 46	"

TOWNS.



[illegible]

## HAMPSHIRE COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend school.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF TITLE SCHOOLS.		
			In Summer.		In Win- ter.		In Sum- mer.	In Win- ter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
			In Sum- mer.	In Win- ter.	Males.	Females.						Males.	Females.					
Amherst,	3052	\$1,187,267 00	14	626	598	486	466	40	126	655	3	11	5	9	45.15	44.13	90.08	
Belchertown,	2080	830,356 00	19	504	612	378	479	66	111	595	—	18	11	8	55	56.10	111.10	
Chesterfield,	1014	384,115 00	10	204	241	160	198	30	34	239	—	9	5	5	35.10	31.10	67	
Cummington,	1172	375,196 00	10	259	317	188	264	31	27	289	—	10	5	5	35	30.10	65.10	
Easthampton,	1342	434,564 00	7	182	187	139	150	14	21	230	—	6	5	1	20.17	20	40.17	
Enfield,	1036	450,684 00	7	181	197	150	169	18	15	180	—	7	4	3	21.06	20.12	41.18	
Goshen,	512	178,995 00	5	96	97	72	78	20	18	98	—	5	3	3	17	12.06	29.06	
Granby,	1095	335,537 00	8	180	192	140	150	17	15	242	—	8	3	5	26.17	24.09	51.06	
Greenwich,	838	228,570 00	7	150	218	115	163	22	34	138	—	7	6	1	20	19.06	39.06	
Hadley,	1986	901,424 00	13	322	417	256	395	26	11	424	—	10	7	6	40.18	43.12	84.10	
Hatfield,	1073	706,290 00	8	195	255	148	209	19	32	225	—	6	1	7	24.05	28.05	52.10	
Middlefield,	737	299,994 00	11	175	187	133	154	17	20	141	—	10	4	6	31.10	28.10	60	
Northampton,	5278	2,504,144 00	26	1013	999	734	786	51	169	1108	1	31	4	26	131.06	82.18	214.04	
Norwich,	756	241,678 00	7	152	160	115	128	13	32	192	—	7	6	1	27.16	17.13	45.09	
Pelham,	983	214,606 00	8	216	249	159	215	13	42	172	—	8	6	2	20.10	17.09	37.19	
Plainfield,	814	286,006 00	10	191	230	140	157	11	38	162	—	9	6	4	29.19	27.06	57.05	
Prescott,	737	253,561 00	5	138	160	108	126	14	37	165	—	5	4	1	15.11	13.18	29.09	
South Hadley,	2491	663,482 00	9	377	410	285	323	45	28	409	—	10	4	7	47.11	32.17	80.08	
Southampton,	1060	377,282 00	8	193	214	137	163	18	29	235	—	8	4	4	26.06	26.18	53.04	
Ware,	3785	1,108,228 00	17	672	667	443	522	73	104	785	2	14	9	8	61.03	57.18	119.01	
Westampton,	602	215,719 00	8	133	134	102	102	12	5	136	—	8	3	4	30.11	28.05	58.16	
Williamsburg,	1537	647,359 00	10	255	297	197	234	11	23	313	—	10	3	7	29.10	30.10	60	
Worthington,	1134	443,273 00	12	280	309	110	234	33	65	295	—	12	10	2	51.10	37.14	89.04	
Total,	35,714	13,331,240 00	239	6,694	7,327	4,893	5,865	614	976	7,457	6	229	118	123	3.11	3.01	6.12	

## HAMPSHIRE COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board fuel, etc., voluntarily contributed for public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Amherst,	\$32 68	\$16 22	\$2000 00	\$20 00	—	—	—	1	95	\$1063 00	5	108	\$1253 40	\$134 16	Schools.
Belchertown,	24 42	16 65	1600 00	298 28	—	—	—	—	—	—	1	40	130 00	128 78	"
Chesherfield,	16 00	8 33	500 00	95 00	\$607 00	\$36 42	\$150 00	—	—	—	1	25	75 00	54 83	"
Cunnington,	22 10	13 26	700 00	300 00	—	—	—	—	—	—	1	36	550 00	61 27	"
Easthampton	24 74	14 41	600 00	266 00	—	—	—	1	169	3188 88	3	30	180 00	52 46	Town expen.
Enfield,	28 40	12 64	700 00	—	—	—	—	—	—	—	1	30	180 00	62 35	"
Goshen,	22 84	12 60	300 00	210 00	—	—	—	—	—	—	1	33	219 78	22 15	Schools.
Granby,	24 00	12 00	850 00	88 00	—	—	—	—	—	—	1	12	8 70	53 32	"
Greenwich,	22 08	11 18	600 00	36 52	—	—	—	—	—	—	1	20	200 00	35 47	"
Hadley,	24 33	13 25	1500 00	—	9000 00	530 00	—	1	30	400 00	—	—	—	91 81	"
Hatfield,	33 00	13 18	750 00	—	—	—	113 75	—	—	—	1	20	200 00	46 87	"
Middlefield,	15 50	7 25	400 00	394 00	—	—	90 00	—	—	—	—	—	—	30 31	"
Northampton,	51 87	18 81	5500 00	64 00	3106 00	194 03	—	—	—	—	4	67	2324 00	231 34	"
Norwich,	20 69	11 41	500 00	260 00	—	—	—	—	—	—	4	58	105 25	39 78	"
Pelham,	18 23	9 68	400 00	23 22	—	—	—	—	—	—	—	—	—	47 30	"
Plainfield,	23 49	12 55	550 00	85 50	—	—	—	—	—	—	—	—	—	39 77	"
Prescott,	26 36	12 24	350 00	162 50	—	—	—	—	—	—	—	28	93 50	35 05	"
South Hadley,	25 50	13 50	1500 00	—	—	—	—	1	250	16500 00	1	30	150 00	—	Not received.
Southampton,	20 50	12 19	500 00	—	—	—	154 73	1	30	100 00	—	—	—	52 46	Schools.
Ware,	34 64	15 90	2600 00	—	—	—	—	—	—	—	—	—	—	152 43	"
Westhampton,	21 35	11 13	450 00	255 00	—	—	—	—	—	—	1	14	48 00	30 10	"
Williamsburg,	22 00	13 00	750 00	350 00	—	—	—	1	—	—	—	35	265 00	70 09	"
Worthington,	21 51	13 10	600 00	588 40	1848 67	110 92	146 98	—	—	—	1	—	100 00	62 57	"
Total,	25 05	12 80	24,200 00	3496 42	14,561 67	871 35	655 46	6,574	21,251 88	5782 63	27	536	1534 67		

## HAMPTON COUNTY.

TOWNS.	Population—U. States Census, 1880.	Valuation—1880.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.			
			In Sum- mer.		In Win- ter.					SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	
			In Sum- mer.	In Win- ter.	Males.	Females.				Males.	Females.						
Blandford,	1418	\$516,896 00	15	275	364	213	249	33	46	327	—	15	7	9	49.05	50.05	99.10
Brimfield,	1421	672,008 00	10	222	337	170	268	24	59	305	—	9	9	1	32.18	33.17	65.35
Chester,	1521	423,265 00	16	352	375	296	328	34	55	304	—	13	10	6	49.10	49.10	98.10
Chicopee	8291	3,442,537 00	23	1597	1452	1102	1124	71	114	1450	4	26	29	22	134.15	92.10	227.05
Granville,	1305	384,110 00	9	214	227	148	164	40	17	310	—	9	5	3	38.05	25.00	63.05
Holland,	449	141,897 00	4	87	95	65	75	9	6	80	—	4	3	1	12	10.10	22.10
Holyoke,	3245	1,812,854 00	12	474	499	309	304	61	20	525	1	10	3	9	47.15	50.15	97.15
Longmeadow,	1252	845,966 00	11	207	289	170	229	25	59	265	—	8	7	4	36.15	40	76.15
Ludlow,	1186	450,837 00	10	209	268	151	213	23	41	253	—	8	3	7	31.06	30.19	62.05
Monson,	2831	916,185 00	16	461	552	334	433	53	75	532	—	16	12	4	59.13	53.05	112.18
Montgomery,	393	159,691 00	5	92	73	65	52	6	15	80	—	4	4	1	16.10	13.10	30.00
Palmer,	3974	1,208,435 67	19	656	809	444	539	106	131	826	1	16	8	11	60.16	70.03	130.19
Russell,	521	167,528 00	6	108	112	80	81	19	9	103	—	6	—	6	21.05	21.10	42.15
Southwick,	1120	525,318 00	10	250	298	174	242	27	61	234	1	8	7	4	42.16	40.16	83.12
Springfield,	11766	6,375,453 50	33	2280	2355	1472	1793	39	249	2137	5	40	11	37	156.05	153.05	309.10
Tolland,	594	202,555 00	9	128	176	112	123	21	32	153	—	9	2	6	36	26	62
Wales,	711	217,938 00	6	124	166	97	129	22	14	149	—	5	2	4	14	17	31
Westfield,	4181	1,563,758 50	20	739	830	541	629	62	64	900	—	21	2	21	88.10	75.00	163.10
W. Springfield,	2979	1,661,640 00	19	552	625	385	471	53	60	664	—	18	8	11	81.00	76.10	157.10
Wilbraham,	2127	923,287 50	13	364	472	255	352	40	30	465	—	13	4	9	51.12	49.13	101.05
Total,	5,1285	22,621,220 77	266	9,401	10374	6,583	7,798	768	1157	10,062	12	258	136	176	3.19	3.17	7.16

## HAMPDEN COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated for the support of Schools.	Income from same.	Income of Funds, as appropriated to Schools.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Blandford,	\$20 20	\$13 33	\$700 00	\$583 00	\$2700 00	\$162 00	\$194 16	—	—	—	1	20	\$40 00	\$73 31	Schools.
Brimfield,	26 35	14 32	1200 00	21 00	—	—	—	—	—	—	—	—	—	70 95	"
Chester,	24 05	13 10	800 00	645 00	600 00	36 00	—	—	—	—	2	44	118 00	83 85	"
Chicopee,	41 23	17 50	7133 00	—	618 38	—	—	—	—	—	3	—	—	324 01	"
Granville,	20 00	12 00	600 00	375 00	—	—	—	—	—	—	3	30	337 50	64 50	"
Holland,	12 33	6 20	200 00	112 25	222 22	13 33	—	—	—	—	—	—	—	18 27	"
Holyoke,	32 34	14 60	1500 00	—	—	—	453 97	—	—	—	2	42	435 00	115 46	"
Longmeadow,	24 63	14 04	1400 00	32 00	1131 00	—	—	—	—	—	1	12	165 00	46 65	"
Ludlow,	21 50	14 00	700 00	300 00	—	780 00	—	—	—	—	1	—	—	101 48	"
Monson,	21 83	11 14	1500 00	600 00	1300 00	—	—	—	85	1230 65	—	—	—	16 99	"
Montgomery,	18 57	12 34	350 00	180 00	—	30 00	19 50	—	—	—	—	75	68 00	192 64	"
Palmer,	29 66	14 63	2600 00	167 75	500 00	—	—	—	—	—	3	—	—	22 36	"
Russell,	—	11 94	300 00	246 50	—	937 08	—	—	—	—	—	—	—	—	Not received.
Southwick,	24 22	11 88	373 00	401 15	15618 01	—	1401 50	—	—	—	—	—	—	426 77	Schools.
Springfield,	45 25	16 49	10377 47	—	—	—	72 00	—	—	—	6	100	—	20 43	"
Tolland,	25 00	14 97	249 99	476 00	—	—	—	—	—	—	—	—	—	33 97	"
Wales,	17 13	13 14	400 00	54 50	—	300 00	—	—	110	1500 00	—	—	—	182 11	"
Westfield,	23 00	15 38	2150 00	624 00	5000 00	834 00	—	—	—	—	—	—	—	136 31	"
W. Springfield,	25 46	12 72	1500 00	524 00	5000 00	57 24	70 76	—	1206	2690 51	2	65	325 00	101 91	"
Wilbraham,	24 78	14 00	1200 00	606 00	954 00	—	—	—	—	—	1	46	596 42	—	"
Total,	23 88	13 38	35,233 46	5948 15	33643 61	3149 65	2211 89	4401	5,421 16	2,084 92	22	434	2,084 92	2,092 17	

## FRANKLIN COUNTY.

TOWNS.	Population—U. States Census, 1880.	Valuation—1880.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend school.	No. over 15 years of age who attend school.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.				
			In Summer.		In Winter.		In Summer.					In Winter.		SUMMER.		WINTER.		Summer, Mos. Days.	Winter, Mos. Days.	Total, Mos. Days.
			In Summer.	In Winter.	In Summer.	In Winter.	Males.	Females.				Males.	Females.							
Ashfield,	1394	\$525,901 00	14	283	347	207	291	22	100	342	—	13	9	4	40.10	40.10	81			
Barnardston,	937	375,366 00	6	199	239	171	193	17	39	229	—	6	3	3	24	19.12	43.12			
Buckland,	1056	227,773 00	10	261	288	185	223	32	45	236	—	9	4	4	26	20	46			
Charlemont,	1173	361,311 00	11	246	287	191	224	22	58	242	—	10	6	4	30.04	24.04	54.08			
Coleraine,	1785	642,893 00	18	351	480	262	369	42	79	425	—	18	5	13	59	54	113			
Conway,	1831	679,492 00	16	326	366	238	294	29	46	418	1	15	5	11	55.03	49	104.03			
Deerfield,	2421	1,009,306 00	16	390	418	311	344	34	61	431	—	15	6	9	51.12	49.03	100.15			
Erving,*	449	154,821 00	3	95	103	78	91	5	10	95	—	3	—	4	9.05	12.05	21.10			
Gill,	754	293,207 00	6	159	175	123	141	18	26	172	—	6	4	2	23	17.15	40.15			
Greenfield,	2580	1,072,889 00	10	328	535	377	415	21	65	550	1	11	5	7	46	31.17	77.17			
Hawley,	881	273,212 00	9	172	224	141	180	11	30	229	—	8	5	4	21.17	25	46.17			
Heath,	803	263,640 00	9	194	251	151	203	25	41	205	—	9	7	2	26.10	23.10	50			
Leverett,	948	266,704 00	7	155	222	114	184	26	44	205	—	7	5	2	19.05	19.05	38.10			
Leyden,	716	199,268 00	5	134	197	109	151	17	25	164	—	5	1	4	18.10	16.06	34.16			
Monroe,	254	60,538 00	4	47	80	34	52	4	15	62	—	3	—	4	5.10	7.16	13.06			
Montague,	1518	447,222 00	14	321	406	264	355	40	60	338	—	11	8	6	40.10	44.16	85.06			
New Salem,	1253	410,657 00	12	310	333	235	265	25	58	294	—	12	8	4	37.15	33.10	71.05			
Northfield,	1772	726,681 00	14	351	386	278	294	27	53	359	—	13	2	12	45	40	85			
Orange,	1700	686,974 00	13	358	411	292	348	40	92	360	—	13	7	6	31	34.09	65.09			
Rowe,	659	215,432 00	7	145	168	109	138	14	28	154	—	6	6	1	18.10	21	39.10			
Shelburne,	1239	470,874 00	10	253	321	181	264	30	50	268	—	11	5	6	34.15	26.15	61.10			

Shutesbury,	912	248,125 00	10	215	218	168	172	26	34	249	—	9	6	3	27.08	23.18	51.06
Sunderland,	792	316,442 00	7	162	239	133	204	18	54	170	—	6	3	5	20.04	21.05	41.09
Warwick,	1021	454,605 00	10	194	249	159	197	23	57	220	—	9	3	6	26.15	24.17	51.12
Wendell,	920	389,204 00	11	115	220	90	182	15	28	192	—	4	2	9	10	30.10	40.10
Whately,	1101	438,772 00	8	165	201	133	166	14	38	237	—	6	3	5	20.12	20	40.12
Total,	30,869	11,211 309 00	200	5,929	7,364	4,734	5,940	597	1236	6,856	2	238	118	140	2.19	2.16	5.15

\* No Returns. From Abstract of 1850-51.

## FRANKLIN COUNTY—CONTINUED.

TOWNS.	Average Wages of Male Teachers, per month, including the value of board.	Average Wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board, and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	Number of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Ashfield,	\$21 22	\$9 54	\$800 00	\$372 00	-	\$48 59	-	1	36	-	-	-	-	\$76 11	Schools.
Barnardston,	30 00	14 72	500 00	303 50	\$717 00	43 00	-	1	41	\$398 00	1	30	-	49 45	"
Buckland,	19 94	11 45	506 25	-	916 00	54 94	-	1	-	-	3	50	\$90 00	49 67	"
Charlemont,	23 18	10 50	600 00	300 00	-	-	-	1	-	-	1	13	170 00	61 06	"
Coleraine,	22 00	15 00	1000 00	852 00	-	-	-	1	-	-	3	16	30 00	101 05	"
Conway,	23 48	13 32	980 75	545 17	-	-	-	1	17	204 00	2	19	200 00	90 30	"
Deerfield,	29 00	16 83	1293 00	520 00	-	-	-	1	-	-	2	20	610 00	92 02	"
Erving,*	-	16 87	250 00	-	-	-	\$53 84	-	-	-	2	50	188 00	20 42	"
Gill,	25 24	15 00	500 00	230 28	-	-	-	1	-	-	1	24	54 00	38 27	"
Greenfield,	37 77	19 34	2200 00	280 00	-	-	-	1	8	200 00	2	30	330 00	112 45	"
Hawley,	20 50	13 54	500 00	173 00	400 00	24 40	-	-	-	-	1	19	-	51 17	"
Heath,	25 53	10 06	600 00	320 00	-	-	-	-	-	-	-	-	57 00	47 94	"
Leverett,	21 50	12 10	410 00	157 33	-	-	-	-	-	-	1	27	90 00	41 50	"
Leyden,	24 00	14 84	400 00	251 00	-	-	-	-	-	-	1	90	-	39 99	"
Monroe,	-	10 72	167 00	175 00	12 44	12 00	12 00	-	-	-	1	90	-	-	Not received.
Montague,	29 53	18 90	1014 00	310 00	-	-	172 00	-	-	-	2	90	350 00	74 39	Schools.
New Salem,	21 85	12 21	1000 00	100 00	-	-	-	1	40	560 00	1	50	-	64 93	"
Northfield,	24 50	14 00	1000 00	150 00	400 00	24 00	66 00	-	-	-	1	139	1000 00	106 42	"
Orange,	21 86	10 49	1000 00	-	-	-	-	-	-	-	5	81	303 50	81 27	"
Rowe,	19 67	11 57	500 00	74 00	200 00	12 00	-	-	-	-	1	-	-	30 75	"
Shelburne,	25 00	15 00	800 00	182 25	7000 00	420 00	-	1	75	1400 00	-	-	-	56 76	"





## BERKSHIRE COUNTY.

TOWNS.	Population, U. States Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.				
				In Summer.	In Winter.	In Summer.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.		
													Males.	Females.				Males.	Females.
Adams,	6172	\$1,724,484 00	28	1066	1289	783	690	130	143	1340	3	22	13	11	89	94.00	89	183	
Alford,	502	219,734 60	4	104	128	89	68	12	21	106	1	3	3	1	14.16	13.16	14.16	28.12	
Becket,	1223	313,915 00	10	254	273	197	172	26	30	288	—	10	6	4	29	45.10	29	74.10	
Cheshire,	1297	516,586 50	9	264	292	187	171	20	50	290	—	9	8	1	39	27.07	39	66.07	
Clarksburg,	384	94,835 00	4	94	98	68	66	10	11	100	—	4	2	2	12	12	12	24	
Dalton,	1029	451,247 00	6	236	238	164	164	31	12	261	—	6	1	5	28	29.16	28	57.16	
Egremont,	1013	453,165 00	5	215	208	152	146	22	21	220	—	5	4	1	27	27	21.12	48.12	
Florida,	561	145,049 00	7	133	177	126	92	17	46	165	—	6	3	4	19	15.10	19	34.10	
Gt. Barrington,	3263	1,288,176 00	17	629	662	460	403	32	73	870	1	16	7	10	81.10	76.14	81.10	158.04	
Hancock,	789	355,151 00	7	127	152	105	88	13	13	165	—	6	6	—	16.08	23.05	16.08	39.13	
Hinsdale,	1253	403,324 00	8	233	273	159	191	37	36	304	—	7	—	8	30.10	28	30.10	58.10	
Lanesborough,	1226	501,445 00	8	190	193	123	124	18	12	291	—	7	5	3	27.05	33.15	27.05	61	
Lee,	3220	966,320 00	11	762	697	460	481	67	91	715	1	11	5	6	46.15	60.18	46.15	107.13	
Lenox,	1599	524,500 90	7	279	272	178	184	40	16	317	—	7	4	3	23	27	23	50	
Monterey,	761	227,960 00	9	166	211	163	125	21	40	201	—	8	1	8	33.13	34.17	33.13	68.10	
Mt. Washington,	*424	93,402 00	3	53	89	46	32	11	20	98	—	2	3	—	6	8	9.10	17.10	
New Ashford,	186	99,966 00	2	26	35	25	19	3	2	36	—	2	1	1	6	6.10	6	12.10	
New Marlboro',	1847	495,871 00	14	325	406	194	266	36	64	404	—	11	7	4	43	53.14	43	96.14	
Otis,	1224	319,400 00	9	245	238	180	198	65	43	238	—	9	4	4	41	41	26	67	
Peru,	519	197,142 00	7	103	116	86	82	19	17	90	—	8	1	5	21.06	21.17	21.06	43.03	
Pittsfield,	5872	2,660,744 00	22	1015	1125	709	802	80	126	950	3	20	11	12	93.13	104.01	93.13	197.14	
Richmond,	907	367,058 00	6	126	145	80	84	12	14	160	—	6	1	5	20.05	20	20.05	40.05	

Sandisfield,	1649	\$463,328 00	16	307	407	215	310	38	77	341	—	15	8	8	56	60	116
Savoy,	955	171,936 00	9	194	170	142	117	22	47	209	—	8	6	1	27.06	16.08	43.14
Sheffield,	2769	1,108,145 00	14	532	644	363	420	36	122	677	—	13	8	7	64	51.10	115.10
Stockbridge,	1940	733,871 40	8	340	384	238	285	22	32	510	—	10	7	3	39	33	72
Tyringham,	821	239,086 00	7	150	160	105	120	18	16	156	—	7	4	3	27.06	19.06	46.12
Washington,	953	236,195 00	8	191	159	131	104	26	28	226	—	8	5	3	27	21.12	48.12
W. Stockbridge,	1713	541,186 00	7	262	321	177	263	23	43	326	1	6	6	1	36.13	24.12	61.05
Williamstown,	2636	973,309 00	16	462	516	315	384	47	30	704	—	16	12	2	65.16	41.05	107.01
Windsor,	899	298,619 00	10	233	199	135	123	26	36	207	—	10	9	—	35.15	25.05	61
Total,	49,596	17,197,607 00	298	9,256	10,277	6,326	7,059	980	1332	11,065	10	278	161	126	4	3.08	7.08

\* Including Boston Corner.



	23 12	12 70	950 00	688 00	1291 48	77 48	201 75	—	—	—	—	1	13	51 00	73 53	Schools.
Sandisfield,	19 14	12 10	365 75	230 75	1271 98	76 32	—	—	—	—	—	1	20	26 00	46 44	"
Savoy,	30 95	16 83	1500 00	16 00	2000 00	120 00	139 73	1	18	140 00	—	1	20	150 00	142 11	"
Sheffield,	22 10	13 82	1000 00	360 00	3000 00	180 00	—	1	40	654 00	—	3	57	925 00	90 73	"
Stockbridge,	22 20	12 10	300 00	300 00	—	—	36 00	—	—	—	—	—	—	—	34 40	"
Tyringham,	17 35	11 32	400 00	396 30	—	—	—	—	—	—	—	1	10	38 00	47 30	"
Washington,	24 64	14 37	700 00	196 63	—	—	153 24	—	—	—	—	—	—	—	77 19	"
W. Stockbridge,	27 12	13 18	1100 00	23 00	800 00	48 60	—	—	—	—	—	3	65	1204 00	148 99	"
Williamstown,	18 33	11 00	500 00	375 50	550 00	33 00	—	—	—	—	—	2	51	120 00	38 27	"
Windsor,																
Total,	22 52	12 95	25,110 03	10257 44	20,438 76	1205 06	1258 78	8 429	11592 00	—	—	35	652	8713 50	2347 58	

## NORFOLK COUNTY.

TOWNS.	Population—U. States Census, 1850.	Valuation—1850.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who attend school.		No. over 15 years of age who attend school.		No. of persons between 5 and 15 years of age in the town.		NUMBER OF TEACHERS.				AGGREGATE LENGTH OF TIME SCHOOLS.		
															SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
			In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.	Males.	Females.	Males.	Females.							
															SUMMER.		WINTER.				
Bellingham,	1281	\$517,797 87	9	296	296	234	234	28	39	300	—	9	4	5	26.16	25	26.16	25	51.16		
Brantree,	2969	1,054,783 30	12	653	686	457	457	99	50	636	1	11	9	3	61.06	49.08	61.06	49.08	110.14		
Brookline,	2516	5,436,854 50	7	311	308	251	239	12	16	331	2	6	2	7	36	40	36	40	76		
Canton,	2598	1,387,372 75	8	509	444	388	394	61	44	545	1	8	5	4	40.05	31.10	40.05	31.10	71.15		
Cohasset,	1775	746,872 68	8	410	431	267	300	40	41	362	1	8	3	7	44.05	34.15	44.05	34.15	79		
Dedham,	4447	2,999,518 87	20	939	950	641	692	64	97	821	4	15	13	7	93.08	99.12	93.08	99.12	193		
Dorchester,	7968	6,785,916 46	24	1342	1373	1067	1119	87	78	1645	7	24	7	24	139.10	139.10	139.10	139.10	279		
Dover,	631	295,704 00	4	117	129	91	107	11	27	115	—	4	3	1	14.14	14.06	14.14	14.06	29		
Foxborough,	1880	648,072 75	9	386	447	303	392	33	92	379	—	9	6	4	30	27.15	30	27.15	57.15		
Franklin,	1818	648,436 00	10	368	396	281	301	31	65	386	1	9	6	4	33.05	29.10	33.05	29.10	62.15		
Medfield,	966	459,846 00	5	166	204	137	178	18	27	174	—	4	2	3	15	17.01	15	17.01	32.01		
Medway,	2778	867,176 00	12	522	620	412	475	53	63	526	1	11	8	4	41.16	43.10	41.16	43.10	85.06		
Milton,	2241	1,733,127 00	8	413	416	295	307	49	48	463	3	5	5	3	44.05	44.05	44.05	44.05	88.10		
Needham,	1944	799,789 75	9	331	364	254	279	15	58	377	—	6	4	5	45.05	36.15	45.05	36.15	82		
Quincy,	5017	2,085,625 38	15	1184	1073	826	799	94	56	1104	6	9	6	11	80.10	85.05	80.10	85.05	166		
Randolph,	4741	1,663,428 25	14	979	896	690	624	112	110	918	3	13	9	5	60.19	44.13	60.19	44.13	105.12		
Roxbury,	18373	13,613,731 50	52	2573	2793	2158	2358	325	70	3169	6	46	7	48	312	312	312	312	624		
Sharon,	1128	548,452 25	6	226	261	166	207	33	39	228	—	6	4	2	20.05	21.15	20.05	21.15	42		
Stoughton,	3594	1,093,296 00	12	709	708	513	509	80	64	707	—	12	8	5	30.10	26.15	30.10	26.15	57		
Walpole,	1929	812,984 50	7	332	388	283	332	9	59	377	—	7	5	2	26	27.14	26	27.14	53.14		
West Roxbury,			14	630	620	443	463	45	14	691	2	12	2	12	70	87.14	70	87.14	157.14		
Weymouth,	5369	1,714,014 75	21	1038	1089	806	895	148	110	1012	1	20	10	11	103.02	68.05	103.02	68.05	171.07		
Wrentham,	3037	1,121,721 00	20	656	702	550	584	44	82	704	—	20	11	9	66.06	60.03	66.06	60.03	126.09		
Total,	79,000	47,034,521 56	306	15,090	15,603	11,527	12,245	1,491	1349	15,970	39	274	139	186	4.13	4.10	4.13	4.10	9.03		

## NORFOLK COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Bellingham,	\$30 22	\$15 77	\$800 00	\$28 00	\$418 16	\$25 09	\$140 63	1	30	\$500 00	2	51	\$142 00	\$60 63	Schools.
Braintree,	40 50	19 25	2200 00	315 00	10,100 00	650 00	-	-	-	-	1	42	510 00	134 81	"
Brookline,	72 95	22 40	4100 00	-	-	-	-	-	-	-	4	70	870 00	75 46	Town Treas.
Canton,	35 66	17 25	1800 00	-	-	-	-	-	-	-	1	12	180 00	118 25	Schools.
Cohasset,	40 30	14 58	1800 00	-	-	-	60 00	-	-	-	1	-	-	76 54	"
Dedham,	44 79	15 94	6200 00	105 00	1040 00	-	-	-	-	-	4	76	1576 00	177 38	"
Dorchester,	58 18	21 86	11000 00	-	14,512 61	891 39	-	-	-	-	4	88	1890 00	328 52	"
Dover,	29 62	18 58	600 00	-	-	-	-	-	-	-	4	68	217 50	24 94	"
Foxborough,	35 16	18 50	1300 00	-	-	-	-	-	-	-	-	-	-	75 25	"
Franklin,	27 55	16 98	1200 00	-	-	-	-	-	-	-	-	-	-	79 55	"
Medford,	41 92	20 79	500 00	-	225 61	-	-	-	-	-	-	-	-	37 62	"
Medway,	38 50	17 50	2600 00	-	200 00	12 00	-	-	15	420 00	2	-	80 00	108 36	"
Milton,	35 74	21 60	2500 00	-	-	-	-	1	-	-	4	57	1940 00	91 81	"
Needham,	38 75	19 16	1410 00	-	-	-	-	-	-	-	1	12	250 00	83 20	"
Quincy,	41 40	18 81	5000 00	-	1500 00	90 00	-	-	-	-	3	20	100 00	231 99	"
Randolph,	35 77	14 66	2500 00	-	1250 00	75 00	-	-	-	-	3	97	740 00	203 39	"
Roxbury,	60 00	20 80	21,976 32	-	10,600 00	554 00	-	-	-	-	20	440	10550 00	824 09	"
Sharon,	35 00	15 23	800 00	-	33000 00	1980 00	78 81	-	-	-	-	-	-	48 16	"
Stoughton,	33 50	17 17	2000 00	26 00	2713 33	154 47	-	-	-	-	2	40	350 00	147 92	"
Walpole,	35 20	19 25	1600 00	90 00	-	-	-	-	-	-	-	-	-	83 42	"
West Roxbury,	80 00	21 66	5114 81	-	44000 00	2600 00	-	-	-	-	6	137	6700 00	-	"
Weymouth,	39 35	16 60	3500 00	-	7130 00	427 80	-	-	-	-	5	140	306 40	212 21	"
Wrentham,	28 55	16 40	2200 00	4 00	2001 71	120 10	341 86	1	35	550 00	4	54	63 00	142 11	"
Total,	41 37	18 29	82,701 13	568 00	128,631 42	7,579 85	621 30	3	80	1470 00	70	1404	26,464 90	3,365 61	

## BRISTOL COUNTY.

TOWNS.	States Population, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF TIME SCHOOLS.			
				In Winter.		In Sum- mer.					WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Males.	Females.				Males.	Females.	
Attleborough, Berkley, Dartmouth, Dighton, Easton, Farhaven, Fall River, Freetown, Mansfield, New Bedford, Norton, Pawtucket, Raynham, Rehoboth, Seekonk, Somerset, Swansey, Taunton, Westport,	4200 908 3868 1641 2337 4304 11,522 1615 1789 16,464 1967 3753 1541 2103 2244 1166 1554 10,431 2795	\$1,038,000 00 261,405 00 2,279,942 00 517,487 00 707,887 00 3,248,990 00 6,691,250 00 565,096 00 378,902 00 14,489,966 00 714,021 00 916,587 00 514,908 00 689,206 00 695,324 00 463,495 00 544,292 00 3,701,472 00 1,451,080 00	26 7 26 11 11 25 28 11 8 32 9 11 7 15 14 5 10 41 20	735 161 728 283 514 1002 2354 210 324 3562 369 804 275 389 418 91 67 2094 559	836 241 846 416 590 1078 2269 370 355 3437 416 724 329 494 431 280 330 2185 676	557 117 458 223 406 740 1514 126 236 2400 300 579 212 294 303 58 53 1516 388	643 187 607 317 470 801 1581 292 273 2345 305 578 225 374 351 206 259 1630 493	61 22 81 48 25 104 419 21 23 273 34 127 32 70 59 24 5 198 70	89 43 77 55 90 74 239 5 45 375 52 127 65 89 71 47 68 197 68	864 193 945 365 607 1076 2477 392 365 3316 394 903 317 456 522 245 265 2366 610	3 — — — 1 2 4 — — 8 2 1 — — — — — 6 —	20 5 23 8 10 26 40 7 7 58 9 15 6 14 13 2 2 38 19	12 5 11 7 9 15 10 9 4 9 2 2 11 9 5 5 8 25 14	16 2 15 4 2 3 31 2 3 59 3 14 4 5 — 2 2 23 6	81 13.10 101.14 42 21.10 33.10 125.13 143 18.07 20.01 174 29.05 43.08 23.15 44 51.14 7.03 4 149.13 80.14	109.16 18.19 105 42 30.19 115.07 132.15 31.10 24.12 44.13 29.05 43.08 23.15 44 47.05 51.14 7.03 18.04 29.05 159.01 77.05	190.16 32.09 206.14 63.10 64.09 241 275.15 49.17 44.13 348 52.15 86.15 45.04 91.05 102.03 25.07 33.05 308.14 157.19	7.13
Total,	76,207	39,243,560 00	317	14,939	16,363	10,480	11,920	1,696	1791	16,679	27	322	180	206	3.13	4	7.13	



## BRISTOL COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board, and fuel.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	Number of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Attleborough,	\$30 72	\$17 11	\$4157 95	\$180 00	\$1200 00	\$720 00	-	-	-	\$195 00	1	36	\$175 44	\$175 44	Schools.
Berkley,	23 80	14 57	500 00	78 25	-	-	-	-	-	125 00	5	100	48 81	48 81	"
Dartmouth,	24 82	14 34	2500 00	954 99	-	-	-	-	-	500 00	1	120	203 60	203 60	"
Dighton,	26 61	16 03	1068 50	138 17	-	-	\$145 97	-	-	-	1	-	-	73 53	"
Easton,	36 60	16 22	1500 00	84 00	-	-	-	-	-	-	1	-	-	-	"
Fairhaven,	37 78	17 92	5900 00	-	-	-	-	-	-	-	1	-	-	-	"
Fall River,	55 00	18 00	11000 00	-	-	-	-	-	-	900 00	4	58	221 45	221 45	Not received.
Freetown,	27 68	12 19	1000 00	-	-	-	-	-	-	1200 00	7	170	539 65	539 65	Schools.
Mansfield,	33 70	15 50	912 50	50 00	1000 00	60 00	-	-	-	150 00	3	60	80 84	80 84	"
New Bedford,	64 43	18 53	18655 22	-	12000 00	700 00	-	1	70	5320 78	21	621	689 93	689 93	"
Norton,	25 10	14 94	1200 00	-	-	-	-	1	90	33 00	2	38	95 68	95 68	"
Pawtucket,	50 00	14 70	2750 00	-	-	-	-	-	-	-	1	20	192 00	192 00	"
Raynham,	25 38	13 00	900 00	-	-	-	-	-	-	100 00	1	20	-	-	Not received.
Rehoboth,	26 17	13 33	900 00	478 75	366 33	22 00	139 35	-	-	125 00	3	60	97 61	97 61	Schools.
Seekonk,	28 93	13 51	1200 00	454 42	-	-	242 00	-	-	580 00	3	51	103 20	103 20	"
Somerset,	29 40	13 50	600 00	54 00	-	-	-	-	-	270 00	2	67	48 80	48 80	"
Swansey,	28 50	12 75	600 00	268 00	-	-	-	-	-	328 00	7	202	60 20	60 20	"
Taunton,	35 51	15 76	9800 00	50 00	14000 00	950 00	-	1	116	1800 00	12	300	493 21	493 21	"
Westport,	28 13	13 01	2000 00	765 00	-	-	284 18	-	-	40 00	1	25	145 13	145 13	"
Total,	33 59	14 63	67,144 17	3555 58	29,566 33	2,452 00	811 50	3	276	6,980 00	76	1928	11,666 78	3,351 43	

# PLYMOUTH COUNTY.

TOWNS.	Population of States Census, 1850.	Valuation—1850.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.				
			In Summer.		In Winter.		In Summer.					In Winter.		SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
			In Summer.	In Winter.	In Summer.	In Winter.	Males.	Females.				Males.	Females.							
Abington,	5269	\$1,466,878 00	16	1001	953	732	702	47	52	1005	2	14	7	9	82	46	128			
Bridgewater,	2790	1,222,351 00	14	513	525	382	379	72	40	532	—	14	9	5	55.03	41.10	96.13			
Carver,	1186	347,995 00	7	277	305	184	223	32	73	290	—	7	6	—	28.10	15	43.10			
Duxbury,	2679	1,076,363 00	13	464	508	353	389	57	32	590	1	12	8	5	60.10	52.10	113			
E. Bridgewater,	2545	814,600 00	10	544	561	396	445	67	75	509	—	12	7	5	40.05	25.10	65.15			
Halifax,	784	255,884 00	8	124	144	103	110	20	22	152	—	4	4	—	12	13.02	25.02			
Hanover,	1592	550,089 00	8	317	347	231	258	30	34	357	—	8	6	3	39	29.08	68.08			
Hanson,	1217	376,786 00	9	232	243	177	191	30	42	245	—	8	6	2	28.17	20.17	49.14			
Hingham,	3980	1,570,886 00	12	654	584	461	432	29	18	803	4	8	5	6	72	69	141			
Hull,	253	117,823 00	1	39	56	31	44	5	2	53	—	1	1	—	9	3	12			
Kingston,	1591	853,645 00	7	257	325	183	259	18	49	284	—	7	7	1	33.05	29.10	62.15			
Marshfield,	1837	643,191 00	9	340	408	245	326	28	63	395	1	8	5	5	38.02	36.16	74.18			
Middleborough,	5336	1,603,928 00	39	1076	1105	677	848	145	167	1109	—	39	31	6	159.10	98	257.10			
N. Bridgewater,	3940	1,043,150 00	16	789	885	584	639	64	71	905	1	10	10	8	52.10	53.01	105.11			
Pembroke,	1388	440,917 00	8	274	307	191	228	17	41	289	—	8	4	4	30	29.10	59.10			
Plymouth,	6025	2,473,123 00	34	1259	1284	1066	1064	83	88	1349	3	33	9	26	169.05	159.08	328.13			
Plympton,	927	330,503 00	6	165	214	129	162	20	16	212	—	6	3	3	23.18	22	45.18			
Rochester,	3808	1,181,629 00	24	520	885	393	722	63	198	877	—	17	18	8	66.06	79.05	142.11			
Scituate,	2149	664,955 00	12	423	551	309	444	42	63	476	1	11	8	3	60.16	38.16	99.12			
South Scituate,	1770	747,414 00	9	340	379	258	286	37	41	359	—	9	5	5	47.09	37.06	84.15			
Wareham,	3186	901,603 00	13	614	700	420	530	52	84	750	—	13	10	5	48	53.15	101.15			
W. Bridgewater,	1447	516,955 00	8	230	281	194	214	27	75	309	—	6	3	4	21.10	22.05	43.15			
Total,	55,699	19,200,668 00	283	10,452	11,550	7,699	9,055	990	1346	11,850	13	255	172	113	4.03	3.09	7.12			

## PLYMOUTH COUNTY—CONTINUED.

TOWNS.	Average Wages of Male Teachers per month, including the value of board.	Average Wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	How appropriated.
Abington,	\$40 00	\$20 75	\$3000 00	-	-	-	\$217 33	1	48	-	2	52	\$500 00	Schools.
Bridgewater,	28 05	16 82	2000 00	-	\$300 00	\$18 00	-	1	-	\$816 00	1	-	150 00	Not received.
Carver,	30 66	11 56	600 00	\$148 42	-	1110 00	-	1	-	150 00	1	12	33 00	"
Duxbury,	35 00	16 50	2100 00	-	18500 00	-	296 00	1	-	-	3	84	674 12	Schools.
E. Bridgewater,	36 77	16 09	1500 00	56 00	-	-	-	1	-	-	3	31	26 50	"
Halifax,	27 50	12 66	404 00	136 25	-	-	63 00	1	-	-	1	26	450 00	"
Hanover,	30 61	15 03	1300 00	-	-	-	-	1	-	-	2	45	401 50	"
Hanson,	27 82	13 67	900 00	34 50	-	-	-	1	80	1050 00	2	13	13 11	Town Treas.
Hingham,	33 33	16 21	3447 00	-	-	-	-	1	-	-	1	14	280 00	Schools.
Hull,	29 33	11 33	228 00	-	-	-	-	1	-	-	3	75	137 00	"
Kingston,	36 51	16 98	1600 00	-	-	-	-	1	135	-	1	15	75 00	"
Marshfield,	33 70	16 61	1350 00	-	-	-	-	1	45	805 50	1	20	450 00	"
Middleborough,	28 00	14 50	4000 00	829 00	295 60	17 73	152 00	1	-	-	1	137	976 50	"
N. Bridgewater,	33 75	18 34	2600 00	-	-	-	-	1	-	-	6	50	180 00	"
Pembroke,	25 21	13 58	1000 00	-	-	-	-	1	-	-	2	280	900 00	"
Plymouth,	42 29	16 28	7000 00	141 00	-	-	-	1	-	-	14	90	243 50	"
Plympton,	25 48	14 50	600 00	173 92	-	-	-	1	-	-	3	45	60 00	"
Rochester,	30 05	13 70	2500 00	225 00	-	-	-	1	-	-	2	107	91 62	"
Scituate,	34 75	13 29	1945 00	-	-	-	-	1	-	-	2	45	1000 00	"
S. Scituate,	30 94	16 15	1700 00	-	-	-	-	1	-	-	4	1083	6,638 74	"
Wareham,	31 30	14 72	2000 00	-	-	-	-	1	-	-	49	1083	2,821 50	"
W. Bridgewater,	36 63	13 70	1000 00	-	-	-	-	1	-	-	49	1083	2,821 50	"
Total,	32 17	15 13	42,794 00	1744 00	19,095 60	1,145 73	738 33	5	308	2,821 50	49	1083	6,638 74	2,346 51

## BARNSTABLE COUNTY.

TOWNS.	Population— Census, 1850. States	Valuation—1850.	No. of Public Schools.		No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
												SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
			In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.	Males.	Females.				Males.	Females.					
Barnstable,	*5004	\$1,522,871 00	29	1490	1566	1170	1189	63	164	1400	1	19	10	16	90	71	161	
Brewster,	1526	334,827 45	6	235	299	164	226	19	51	377	—	6	5	1	1	30.16	21.17	52.13
Chatham,	2440	484,718 25	13	461	550	301	429	55	107	515	—	13	12	1	1	75	38.11	113.11
Dennis,	3257	798,934 14	16	713	732	475	542	70	162	829	3	13	9	7	102.06	45	147.06	
Eastham,	845	185,714 50	5	168	252	115	188	11	81	191	—	5	4	1	1	20.08	16.05	36.13
Falmouth,	2519	954,466 75	19	451	573	354	466	29	111	620	—	17	13	6	6	69.15	63	132.15
Harwich,	3258	524,699 75	18	828	1005	500	711	106	188	886	—	19	13	6	6	101	52	153
Orleans,	1848	325,576 30	10	404	508	294	405	30	99	448	—	10	9	1	1	46	30.02	76.02
Provincetown,	3157	1,043,135 00	7	553	688	383	553	67	109	597	3	7	4	7	38.15	24.15	63.10	
Sandwich,	4368	1,314,391 15	24	499	1110	364	912	32	154	1131	—	14	14	11	11	51	77	128
Truro,	2051	367,199 50	11	330	413	258	336	18	87	490	—	10	8	1	1	36.05	21.16	58.01
Wellfleet,	2411	294,228 00	10	452	620	294	445	25	141	553	—	11	11	1	1	30	30	60
Yarmouth,	2595	746,587 95	15	419	575	306	470	51	97	565	—	13	13	—	2	54.10	39.12	94.02
Total,	35,279	8,897,349 74	183	7,003	8,891	4,978	6,872	576	1551	8,602	7	157	125	61	4.01	2.18	6.19	

\* Including Marshpee District.

## BARNSTABLE COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board, and fuel.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	Number of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Barnstable,	\$37 27	\$18 32	\$3000 00	\$50 00	-	-	\$1000 00	-	-	\$2100 00	3	100	\$2100 00	\$262 30	Schools.
Brewster,	30 50	13 27	1000 00	65 00	-	-	-	-	-	525 00	1	33	525 00	80 62	"
Chatham,	32 37	12 65	1400 00	832 85	-	-	-	-	-	550 00	2	39	550 00	116 32	"
Dennis,	37 32	11 12	1300 00	1299 45	-	-	-	-	-	684 50	3	125	684 50	165 55	"
Eastham,	29 76	10 98	500 00	72 00	-	-	50 00	-	-	40 00	2	36	40 00	41 71	"
Falmouth,	30 16	13 36	1500 00	601 72	\$10,000 00	-	320 00	1	52	50 00	2	40	50 00	130 72	"
Harwich,	28 08	13 48	1500 00	1236 77	-	-	-	1	40	-	2	40	-	191 78	"
Orleans,	26 00	11 23	1100 00	198 66	400 00	\$24 00	-	-	-	500 00	1	50	500 00	96 75	"
Provincetown,	44 59	12 64	2575 00	-	-	-	-	-	-	500 00	2	60	500 00	121 69	"
Sandwich,	34 64	13 49	3030 00	210 00	3000 00	180 00	329 60	1	25	1440 00	9	180	1440 00	243 38	"
Truro,	28 00	10 15	900 00	200 00	-	-	-	1	45	-	3	85	-	110 29	"
Wellfleet,	37 94	15 21	1200 00	785 22	-	-	105 12	-	-	920 00	3	85	920 00	116 96	"
Yarmouth,	28 70	12 42	1600 00	259 00	-	-	-	1	35	900 00	4	35	900 00	124 06	"
Total,	32 72	12 95	20,665 00	5810 67	13,400 00	204 00	1,804 72	5	197	8,209 50	32	783	8,209 50	1,802 13	

## DUKES COUNTY.

TOWNS.	Population—U. States Census, 1890.	Valuation—1890.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				SUMMER.	WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	
Males, Females.		Males, Females.		Males, Females.		Males, Females.		Males, Females.		Males, Females.							
Chilmark,	747	\$471,365 00	4	9	137	9	97	-	26	156	-	1	3	-	212	8.02	10.14
Edgartown,	1803	670,834 00	9	-	350	-	289	5	54	382	-	-	5	8	-	53.15	53.15
Tisbury,	1990	555,806 00	10	83	362	73	288	13	48	394	1	3	4	5	14.10	38.04	52.14
Total,	4540	1,698,005 00	23	92	849	82	674	18	128	932	1	4	12	13	0.15	4.07	5.02

## NANTUCKET COUNTY.

Nantucket,	8452	\$4,595,362 00	14	1354	1285	1090	1073	-	177	1726	5	27	5	26	75.15	78	153.15
															5.08	5.11	10.19

## DUKES COUNTY—CONTINUED.

TOWNS.	Average Wages of Male Teachers per month, including the value of board.	Average Wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board, fuel, &c., voluntarily contributed for public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academics.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academics and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Chilmark,	\$32 00	\$12 00	\$400 00	-	-	-	-	-	42	\$59 00	3	42	\$59 00	\$29 45	Schools.
Edgartown,	29 50	14 00	1500 00	-	-	-	-	-	172	465 00	10	172	465 00	89 01	"
Tisbury,	33 69	13 65	1200 00	\$20 00	\$6000 00	-	\$14 00	1	55	\$250 00	6	200	500 00	89 44	"
Total,	31 73	13 22	3100 00	20 00	6000 00	-	14 00	1	55	250 00	19	414	1,024 00	207 90	

## NANTUCKET COUNTY—CONTINUED.

Nantucket,	\$62 60	\$18 22	\$9,425 57	-	-	-	-	1	-	-	14	346	\$4520 00	\$370 23	Schools.
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## RECAPITULATION.

COUNTIES.	Population— Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who at- tend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the county.	No. of Teachers, including Sum- mer and Winter terms.		Average length of the Schools.	Average wages of Male Teachers per month, including the value of board.
				In Summer.	In Winter.	In Summer.	In Winter.				Males.	Females.		
Suffolk,	144,520	\$217,587,172 00	240	23337	23467	18740	19341	1733	585	26167	160	683	10.02	\$84 87
Essex,	131,307	56,556,466 89	412	23395	34223	18316	18717	3116	2103	27998	258	666	9	37 10
Middlesex,	161,385	83,264,719 50	557	33301	34010	22400	24368	3012	3646	30025	357	941	8.06	39 92
Worcester,	130,817	55,497,794 00	658	24409	27660	18461	21718	2669	4315	26891	391	954	6.03	29 85
Hampshire,	35,714	13,331,240 00	239	6394	7327	4893	5865	614	976	7457	124	352	6.12	25 05
Hampden,	51,285	22,621,220 77	266	9401	10374	6583	7798	768	1157	10062	148	434	7.16	23 88
Franklin,	30,869	11,211,309 00	260	5929	7364	4734	5940	597	1236	6856	120	378	5.15	24 29
Berkshire,	49,596	17,197,607 00	298	9256	10277	6326	7059	980	1332	11065	171	404	7.08	22 52
Norfolk,	79,000	47,034,521 56	306	15090	15603	11527	12245	1491	1349	15970	178	460	9.03	41 37
Bristol,	76,202	39,243,560 00	317	14939	16303	10480	11920	1696	1794	16379	207	528	7.13	33 59
Plymouth,	55,699	19,200,668 00	283	10452	11550	7699	9055	990	1346	11810	185	368	7.12	32 17
Barnstable,	35,279	8,897,349 74	183	7003	8891	4978	6872	576	1551	8602	132	218	6.19	32 72
Dukes,	4,540	1,698,005 00	23	92	849	82	674	18	128	932	13	17	5.02	31 73
Nantucket,	8,452	4,595,362 00	14	1354	1285	1090	1073	—	177	1726	10	53	10.19	62 60
Total,	994,655	\$597,936,995 46	4056	185,752	199,183	136,309	152,645	18,260	21,695	202,880	2,454	6,456	7.15	37 26



## RECAPITULATION—CONTINUED.

COUNTIES.	Average wages of Female Teachers per month, including the value of board.		Amount of money raised by taxes for the support of Schools, including fuel, teachers, board, and fuel.		Amount of board, fuel, &c., voluntarily contributed for Public Schools.		Am't of School Funds, the income of which can be appropriated only for the support of Schools.		Income from same.		Income of Funds, as of Surplus Revenue appropriated to Schools.		Number of incorporated Academies.		Average No. of Scholars.		Aggregate paid for Tuition.		No. of unincorporated Academies and Private Schools.		Average No of Scholars.		Aggregate paid for Tuition.		Town's share of School Fund.	
	\$	¢	\$	¢	\$	¢	\$	¢	\$	¢	\$	¢					\$	¢					\$	¢	\$	¢
Suffolk,	23	204,300	72	134	00	8,000	00	411	50	1202	94	11	605	—	1604	95,200	00	56	133	2974	25,519	61	5,503	35		
Essex,	14	111,129	92	134	84	105,235	00	3,988	10	538	88	9	530	—	2074	25,519	61	86	1629	20,431	40	6,345	30			
Middlesex,	16	176,947	94	1,331	84	39,803	77	2,545	94	1,127	12	9	558	—	1629	20,431	40	98	1624	11,946	70	5,176	34			
Worcester,	14	88,327	39	1,284	75	16,847	15	1,577	94	1,127	12	9	558	—	1624	11,946	70	27	536	5,782	63	1,534	67			
Hampshire,	12	24,200	00	3,496	42	14,561	67	871	35	655	46	6	574	—	536	5,782	63	22	434	2,084	92	2,092	17			
Hampden,	13	35,233	46	5,948	15	33,643	61	3,149	65	2,211	89	4	401	—	720	3,774	60	32	720	3,774	60	1,517	26			
Franklin,	13	19,136	71	5,627	93	11,115	44	727	13	341	46	6	217	—	652	8,713	50	35	652	8,713	50	2,347	58			
Berkshire,	12	25,110	03	1,025	44	20,438	76	1,205	06	1,258	78	8	429	—	1404	26,404	90	70	1404	26,404	90	3,365	61			
Norfolk,	18	82,701	13	568	00	128,691	42	7,579	85	621	30	3	80	—	1928	11,066	78	76	1928	11,066	78	3,351	43			
Bristol,	14	67,144	17	3,555	58	28,566	33	2,452	00	811	50	3	276	—	1083	6,628	74	49	1083	6,628	74	2,346	51			
Plymouth,	15	42,794	00	1,744	09	19,095	60	1,145	73	728	33	5	308	—	783	8,209	50	32	783	8,209	50	1,802	13			
Barnstable,	12	20,665	00	5,810	67	13,400	00	204	00	1,804	72	5	197	—	414	1,024	00	19	414	1,024	00	207	90			
Dukes,	13	3,100	00	20	00	6,000	00	—	—	14	00	1	55	—	346	4,520	00	14	346	4,520	00	370	23			
Nantucket,	18	9,425	57	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—		
Total,	15	910,216	04	39,778	87	445,398	75	25,858	25	11316	38	71	4,220	—	16,131	231,967	28	749	16,131	231,967	28	41,558	22			

## GRADUATED TABLES.—FIRST SERIES.

The following Table shows the sums appropriated by the several cities and towns for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, when appropriated to schools, is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income, as it is essential to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any Fund to its Public Schools which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided, in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel, gratuitously furnished, is determined by the mere estimate of individuals, and is therefore, uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the Table, as necessary to a complete statement of the provision made by the towns for the education of their children.

It will be seen that the counties of Hampshire, Hampden, Franklin, Berkshire, and Barnstable, are much more liberal in voluntary contributions than the other counties in the state. These contributions, to a great extent, especially in the western counties are of board and fuel. Custom has rendered them, in a commendable degree, uniform and reliable, and they are an important addition to the means of sustaining the Public Schools. If their precise value was ascertained, and returned like the means furnished by taxation, and if their amount was included in the sum divided by the number of children between 5 and 15, most of the towns in those counties would hold a high rank in the scale.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1851-52; also, its rank in a similar scale for 1850-51. It presents the sum appropriated to each child between 5 and 15. Brookline, which was No. 1 last year, also stands highest upon the list the present year; and Winchester, which is No. 2 this year, was No. 5 last year.

## GRADUATED TABLES.—FIRST SERIES.

*Table, showing the Comparative Amount of Money appropriated, by the different Towns in the State, for the Education of each Child in the town between the ages of 5 and 15 years.*

For 1850-51.	For 1851-52.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board & fuel.
1	1	BROOKLINE,*	\$12 38.7	\$4100 00	-	-	331	-
5	2	Winchester,	9 25.9	2000 00	-	-	216	-
6	3	Somerville,	7 96.4	5575 00	-	-	700	-
2	4	Boston,	7 95.4	196650 72	-	-	24722	-
14	5	Lowell,	7 91.6	43000 00	-	-	5432	-
3	6	Brighton,	7 86.5	3500 00	-	-	445	-
17	7	Dedham,	7 62.5	6200 00	\$60 00	\$6260 00	821	105 00
†	8	W. Roxbury,	7 40.2	5114 81	-	-	691	-
7	9	N. Chelsea,	7 31.7	1200 00	-	-	164	-
12	10	Concord,	7 20	2700 00	-	-	375	-
21	11	Lexington,	7 14.3	2500 00	-	-	350	-
4	12	Charlestown,	7 08.1	22660 00	-	-	3200	-
10	13	Cambridge,	7 03.2	23486 36	-	-	3340	-
38	14	Boxborough,	6 94.4	500 00	-	-	72	-
18	15	Roxbury,	6 93.5	21976 32	-	-	3169	-
11	16	Waltham,	6 87.8	5000 00	-	-	727	-
82	17	Malden,	6 73.4	4000 00	-	-	594	65 00
8	18	Dorchester,	6 68.7	11000 00	-	-	1645	-
25	19	Worcester,	6 24.1	13000 00	-	-	2083	-
20	20	Medford,	6 18.6	4243 44	-	-	686	-
47	21	Littleton,	6 10.5	1050 00	-	-	172	-
19	22	Watertown,	6 10	3300 00	-	-	541	-
9	23	Lawrence,	6 05.7	10000 00	-	-	1651	-
15	24	W. Cambridge,	5 95.3	2316 64	-	-	389	-
39	25	Carlisle,	5 85.3	681 50	15 00	696 50	119	-
37	26	Lincoln,	5 72.6	670 00	-	-	117	-
22	27	Kingston,	5 63.8	1600 00	-	-	284	-
31	28	New Bedford,	5 62.6	18655 22	-	-	3316	-
23	29	Springfield,	5 51.2	10377 47	1401 50	11778 97	2137	-
28	30	Fairhaven,	5 48.3	5900 00	-	-	1076	-
24	31	Nantucket,	5 46.1	9425 57	-	-	1726	-

\* Brookline and a few other towns have had the first rank in this Table for several years. The large amount of capital concentrated in these places enables them to hold this precedence with little or no burden to themselves. If compared with other towns, in respect to the ratio of their appropriation for schools to their taxable property they would fall below a large number of towns. The amount appropriated by Brookline, for example, in proportion to its last valuation, is a much smaller fraction of one per cent., than is appropriated by many of the small and interior towns of the State. Compare the rank of towns in this Table with their rank in the Second Series of Tables, showing the percentage of their taxable property appropriated for Schools.

† A newly incorporated Town.

For 1850-51.	For 1851-52.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
26	32	Milton,	\$5 40	\$2500 00	-	-	463	-
35	33	Chicopee,	5 34.6	7133 00	\$618 38	\$7751 38	1450	-
27	34	Bedford,	5 34.5	800 00	92 63	892 63	167	-
*	35	Wilmington,	5 34.2	625 00	-	-	117	-
48	36	Longmeadow,	5 28.3	1400 00	-	-	265	\$32 00
33	37	Dover,	5 21.7	600 00	-	-	115	-
30	38	Plymouth,	5 18.9	7000 00	-	-	1349	141 00
301	39	Milford,	5 06.2	4500 00	-	-	889	-
16	40	Chelsea,	5 03.5	6450 00	-	-	1281	-
55	41	S. Reading,	5 01.2	2100 00	-	-	419	20 00
60	42	Cohasset,	4 97.2	1800 00	-	-	362	-
50	43	Northampton,	4 96.4	5500 00	-	-	1108	64 00
73	44	Medway,	4 94.3	2600 00	-	-	526	-
32	45	Lynn,	4 94.2	15000 00	-	-	3035	-
13	46	Salem,	4 84.9	19601 17	-	-	4042	-
40	47	Weston,	4 84.6	1100 00	-	-	227	36 00
68	48	Attleborough,	4 81.2	4157 95	-	-	864	180 00
34	49	Danvers,	4 79.4	8788 00	575 00	9363 00	1953	-
124	50	Framingham,	4 73.9	3810 00	-	-	804	85 00
44	51	South Scituate,	4 73.5	1700 00	-	-	359	-
29	52	Lancaster,	4 71.7	1500 00	-	-	318	-
36	53	Newton,	4 71.3	5000 00	-	-	1061	435 00
211	54	Hopkinton,	4 64.8	2575 00	-	-	554	-
81	55	Dunstable,	4 63.9	450 00	-	-	97	15 50
182	56	Pittsfield,	4 56.3	4334 90	-	-	950	100 00
119	57	Newbury,	4 55.7	1080 00	-	-	237	-
115	58	Tewksbury,	4 54.5	1000 00	-	-	220	-
193	59	Stoneham,	4 53.3	1700 00	-	-	375	-
89	60	Quincy,	4 52.9	5000 00	-	-	1104	-
76	61	Hardwick,	4 48.3	1300 00	-	-	290	-
42	62	Clinton,	4 47.0	2212 50	-	-	495	-
41	63	Fitchburg,	4 45.3	4600 00	-	-	1033	-
53	64	Fall River,	4 44.1	11000 00	-	-	2477	28 00
46	65	New Braintree,	4 42.0	800 00	-	-	181	-
64	66	Haverhill,	4 39.9	5000 00	521 17	5521 17	1255	-
168	67	Groton,	4 37.8	2500 00	-	-	571	12 00
91	68	Tyngsborough,	4 37.2	800 00	-	-	183	-
52	69	Montgomery,	4 36.7	350 00	-	-	80	180 00
57	70	Sherborn,	4 36.3	925 00	-	-	212	-
97	71	Greenwich,	4 34.8	600 00	-	-	138	36 52
85	72	Sunderland,	4 33.9	700 00	37 62	737 62	170	110 00
84	73	Provincetown,	4 31.3	2575 00	-	-	597	-
86	74	Hull,	4 30.2	228 00	-	-	53	-
51	75	Hingham,	4 29.3	3447 00	-	-	803	-
75	76	Webster,	4 26.4	2000 00	-	-	469	-
58	77	Billerica,	4 24.9	1500 00	-	-	353	-
99	78	Walpole,	4 24.4	1600 00	-	-	377	90 00
106	79	Chelmsford,	4 23.7	2000 00	-	-	472	15 00
69	80	Wayland,	4 15.9	900 00	48 36	948 36	228	-
83	81	Taunton,	4 14.2	9800 00	-	-	2366	50 00
62	82	Scituate,	4 12.8	1965 00	-	-	476	-
56	83	Essex,	4 12.7	1300 00	-	-	315	-

For 1850-51.	For 1851-52.	TOWNS.	Sum appropriated by towns for each child between 3 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 3 and 15 years of age.	Amount contributed for board and fuel.
65	84	Duxbury,	\$4 06.1	\$2100 00	\$296 00	\$2396 00	590	-
141	85	Gloucester,	4 05.9	6600 00	-	-	1626	-
130	86	Manchester,	4 05.1	1600 00	-	-	395	-
54	87	Bolton,	4 05.1	1064 89	154 59	1219 48	301	-
79	88	Greenfield,	4	2200 00	-	-	550	\$280 00
63	89	Pembroke,	3 98.6	1000 00	152 00	1152 00	289	-
98	90	Brimfield,	3 93.4	1200 00	-	-	305	21 00
72	91	Paxton,	3 92.8	600 00	32 47	632 47	161	-
125	92	Edgartown,	3 92.7	1500 00	-	-	382	-
255	93	Enfield,	3 88.9	700 00	-	-	180	-
49	94	Woburn,	3 88.6	3000 00	-	-	772	247 00
71	95	Sharon,	3 85.4	800 00	78 81	878 81	228	-
74	96	Hatfield,	3 83.9	750 00	113 75	863 75	225	-
122	97	Newburyport,	3 82.6	9894 00	-	-	2586	-
94	98	Charlton,	3 78.4	1400 00	-	-	370	28 50
80	99	Bridgewater,	3 75.9	2000 00	-	-	532	-
225	100	Westport,	3 74.5	2000 00	284 18	2284 18	610	765 00
96	101	Needham,	3 74	1410 00	-	-	377	-
66	102	Burlington,	3 73.9	300 00	58 93	358 93	96	-
128	103	Holyoke,	3 72.2	1500 00	453 97	1953 97	525	-
67	104	Harvard,	3 70.1	1200 00	36 00	1236 00	334	-
113	105	Amesbury,	3 69.7	2000 00	-	-	541	-
244	106	Dracut,	3 68.8	1000 00	323 96	1323 96	359	44 50
152	107	Holliston,	3 68.1	1800 00	-	-	489	-
134	108	Hanson,	3 67.3	900 00	-	-	245	34 50
100	109	Royalston,	3 67	1200 00	-	-	327	-
77	110	S. Hadley,	3 66.7	1500 00	-	-	409	-
110	111	Reading,	3 66.3	2000 00	-	-	546	-
117	112	Hanover,	3 64.1	1300 00	-	-	357	-
93	113	Hamilton,	3 63.6	600 00	-	-	165	-
43	114	Douglas,	3 62.6	1200 00	120 00	1320 00	364	75 00
99	115	Melrose,	3 61.6	1150 00	-	-	318	-
78	116	Wrentham,	3 61.1	2200 00	341 86	2541 86	704	4 00
70	117	Middleborough,	3 60.7	4000 00	-	-	1109	829 00
104	118	Brookfield,	3 60.4	1200 00	-	-	333	5 75
190	119	Northborough,	3 58.3	1000 00	100 00	1100 00	307	-
148	120	Saugus,	3 57.7	1320 00	-	-	369	-
189	121	Westminster,	3 55.5	1500 00	-	-	422	-
165	122	Hadley,	3 53.8	1500 00	-	-	424	-
260	123	Boylston,	3 53.8	750 00	-	-	212	20 00
186	124	Stowe,	3 53.4	1000 00	-	-	283	-
149	125	Ashburnham,	3 52.9	1500 00	-	-	425	-
120	126	Granby,	3 51.2	850 00	-	-	242	88 00
111	127	Montague,	3 50.9	1014 00	172 00	1186 00	338	310 00
45	128	Westford,	3 49.9	1200 00	-	-	343	-
102	129	Ipswich,	3 49.2	2500 00	-	-	716	-
103	130	Lunenburg,	3 48.4	1000 00	-	-	287	-
61	131	Middlefield,	3 47.5	400 00	90 00	490 00	141	394 00
160	132	Methuen,	3 46.9	1700 00	-	-	490	114 00
109	133	Braintree,	3 45.9	2200 00	-	-	636	315 00
105	134	Weymouth,	3 45.8	3500 00	-	-	1012	-
112	135	Rockport,	3 44.8	2500 00	-	-	725	-

For 1850-51.	For 1851-52.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Reserves appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
87	136	Shirley,	\$3 44.8	\$800 00	-	-	232	\$70 00
237	137	Marlborough,	3 44.6	2250 00	-	-	653	16 00
118	138	Leominster,	3 44.6	2150 00	-	-	624	23 00
90	139	Boxford,	3 43.1	700 00	\$61 77	\$761 77	222	-
88	140	Foxborough,	3 43	1300 00	-	-	379	-
142	141	Marshfield,	3 41.8	1350 00	-	-	395	-
131	142	New Salem,	3 40.1	1000 00	-	-	294	100 00
212	143	Rowley,	3 39.8	700 00	-	-	206	-
59	144	Ashby,	3 39.6	900 00	-	-	265	15 00
175	145	Plainfield,	3 39.5	550 00	-	-	162	85 50
181	146	Sandisfield,	3 37.8	950 00	201 75	1151 75	341	688 00
135	147	Princeton,	3 37.8	1000 00	-	-	296	20 00
164	148	Phillipston,	3 37.1	600 00	-	-	178	-
132	149	Barre,	3 35.6	2000 00	-	-	596	-
139	150	Ashland,	3 34.4	1000 00	-	-	299	70 00
157	151	Peru,	3 33.3	300 00	-	-	90	145 00
121	152	Dighton,	3 31.8	1068 50	145 97	1214 47	366	138 17
137	153	Ware,	3 31.2	2600 00	-	-	785	-
144	154	Westhampton,	3 30.9	450 00	-	-	136	255 00
159	155	Canton,	3 30.5	1800 00	-	-	545	-
300	156	Lee,	3 28.3	2347 36	-	-	715	650 00
220	157	Warren,	3 27.9	1200 00	-	-	366	58 00
167	158	Stirling,	3 25.8	1300 00	-	-	399	25 00
116	159	Mendon,	3 25.4	800 00	124 06	924 06	284	-
146	160	Warwick,	3 25.3	715 71	-	-	220	-
114	161	Rowe,	3 24.7	500 00	-	-	154	74 00
155	162	Southborough,	3 23.7	900 00	-	-	278	-
133	163	W. Bridgewater	3 23.6	1000 00	-	-	309	-
162	164	Winchendon,	3 21.2	1500 00	-	-	467	-
177	165	Abington,	3 20.1	3000 00	217 33	3217 33	1005	-
127	166	Petersham,	3 19.1	1200 00	-	-	376	-
308	167	Palmer,	3 17.1	2600 00	19 50	2619 50	826	167 75
153	168	Acton,	3 17	1100 00	-	-	347	3 00
129	169	Bellingham,	3 13.5	800 00	140 63	940 63	300	28 00
138	170	Franklin,	3 10.9	1200 00	-	-	386	-
187	171	Tisbury,	3 08.1	1200 00	14 00	1214 00	394	20 00
163	172	Halifax,	3 07.2	404 00	63 00	467 00	152	136 25
184	173	Goshen,	3 06.1	300 00	-	-	98	210 00
238	174	Amherst,	3 05.3	2000 00	-	-	655	20 00
205	175	Shrewsbury,	3 05.1	900 00	-	-	295	-
214	176	Norton,	3 04.7	1200 00	-	-	394	-
161	177	Pawtucket,	3 04.5	2750 00	-	-	903	-
136	178	Sandwich,	3 02.1	3090 00	329 60	3419 60	1131	210 00
126	179	Oakham,	3 00.4	700 00	-	-	233	-
172	180	Deerfield,	3	1293 00	-	-	431	520 00
282	181	Millbury,	2 99.1	1600 00	-	-	535	-
221	182	Shelburne,	2 98.5	800 00	-	-	268	182 25
234	183	Auburn,	2 98.5	600 00	-	-	201	-
579	184	Northfield,	2 96.9	1000 00	66 00	1066 00	359	150 00
*289	185	Beverly,	2 96.4	3500 00	-	-	1181	-
199	186	Blackstone,	2 96.2	2300 00	280 00	2580 00	871	150 00
151	187	E. Bridgewater,	2 94.7	1500 00	-	-	509	56 00

\* Beverly should have ranked 179 last year.

For 1850-51.	For 1851-52.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
169	188	Cummington,	\$2 94.1	\$700 00	\$150 00	\$850 00	289	\$300 00
239	189	Otis,	2 94.1	700 00	-	-	238	425 00
249	190	Falmouth,	2 93.5	1500 00	320 00	1820 00	620	601 72
247	191	Dudley,	2 93.2	900 00	-	-	307	55 00
156	192	Upton,	2 92.7	1200 00	-	-	410	-
215	193	Heath,	2 92.7	600 00	-	-	205	320 00
174	194	Westborough,	2 92.1	1300 00	-	-	445	30 00
188	195	Russell,	2 91.3	300 00	-	-	103	246 50
202	196	Gill,	2 90.7	500 00	-	-	172	220 28
243	197	W. Boylston,	2 90.3	900 00	-	-	310	-
319	198	Monroe,	2 88.7	167 00	12 00	179 00	62	175 00
178	199	Lynnfield,	2 88.5	600 00	-	-	208	-
197	200	Eastham,	2 88	500 00	50 00	550 00	191	72 00
194	201	Medfield,	2 87.4	500 00	-	-	174	-
231	202	N. Bridgewater,	2 87.3	2600 00	-	-	905	-
101	203	Barnstable,	2 85.7	3000 00	1000 00	4000 00	1400	50 00
92	204	Athol,	2 85.7	1200 00	-	-	420	35 42
248	205	Rochester,	2 85.1	2500 00	-	-	877	225 00
203	206	Marblehead,	2 84.3	4500 00	-	-	1583	-
173	207	Egremont,	2 84.1	625 00	-	-	220	42 50
222	208	Raynham,	2 83.9	900 00	-	-	317	-
207	209	Yarmouth,	2 83.1	1600 00	-	-	565	259 00
209	210	Plympton,	2 83	600 00	-	-	212	173 92
180	211	Stoughton,	2 82.9	2000 00	-	-	707	26 00
171	212	West Newbury,	2 82.6	1150 00	-	-	407	-
195	213	Andover,	2 82	4500 00	-	-	1596	-
176	214	Monson,	2 82	1500 00	-	-	532	600 00
191	215	Townsend,	2 81	1200 00	-	-	427	182 84
179	216	Oxford,	2 80.4	1500 00	-	-	535	-
143	217	W. Brookfield,	2 79.7	800 00	-	-	286	-
230	218	Hubbardston,	2 79.1	1200 00	-	-	430	-
213	219	Southampton,	2 78.6	500 00	154 73	654 73	235	-
223	220	Orange,	2 77.8	1000 00	-	-	360	-
140	221	Ludlow,	2 76.7	700 00	-	-	253	300 00
170	222	Seekonk,	2 76.2	1442 00	-	-	522	454 42
166	223	Templeton,	2 76	1300 00	-	-	471	-
206	224	Topsfield,	2 75.6	700 00	-	-	254	-
200	225	Whately,	2 74.3	650 00	-	-	237	51 25
229	226	Blandford,	2 73.4	700 00	194 16	894 16	327	583 00
242	227	Wilbraham,	2 73.3	1200 00	70 76	1270 76	465	606 00
226	228	Randolph,	2 72.3	2500 00	-	-	918	-
236	229	Chatham,	2 71.8	1400 00	-	-	515	832 85
196	230	Sutton,	2 70.8	1500 00	-	-	554	55 50
216	231	Belchertown,	2 68.9	1600 00	-	-	595	298 28
246	232	Wales,	2 68.5	400 00	-	-	149	54 50
235	233	Wenham,	2 67.9	600 00	-	-	224	-
158	234	Wareham,	2 66.7	2000 00	-	-	750	-
217	235	Brewster,	2 65.3	1000 00	-	-	377	65 00
227	236	Dartmouth,	2 64.6	2500 00	-	-	945	954 99
145	237	Berlin,	2 64.6	500 00	-	-	189	-
254	238	Middleton,	2 64.6	500 00	-	-	189	-
267	239	Chester,	2 63.1	800 00	-	-	304	645 00

For 1850-51.	For 1851-52.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
256	240	W. Stockbridge	\$2 61.7	\$700 00	\$153 24	\$853 24	326	\$196 03
228	241	Holden,	2 60.9	1200 00	-	-	460	-
294	242	Easthampton,	2 60.9	600 00	-	-	230	266 00
278	243	Norwich,	2 60.4	500 00	-	-	192	260 00
210	244	Natick,	2 60	1500 00	-	-	577	-
303	245	Lanesborough,	2 59.2	600 00	154 20	754 20	291	648 00
275	246	Berkley,	2 59.1	500 00	-	-	193	78 25
183	247	Chilmark,	2 56.4	400 00	-	-	156	-
154	248	Uxbridge,	2 55.9	1200 00	220 00	1420 00	555	-
233	249	Freetown,	2 55.1	1000 00	-	-	392	-
232	250	N. Marlborough,	2 53.8	700 00	325 25	1025 25	404	525 00
273	251	Worthington,	2 53.2	600 00	146 98	746 98	295	588 40
147	252	Erving,*	2 52.9	250 00	56 00	306 00	121	-
185	253	Leicester,	2 52.2	1160 00	-	-	460	-
218	254	Northbridge,	2 52.1	1200 00	-	-	476	221 50
261	255	Mansfield,	2 50	912 50	-	-	365	50 00
263	256	Holland,	2 50	200 00	-	-	80	112 25
240	257	Salisbury	2 48.2	1700 00	-	-	685	-
285	258	Charlemont,	2 47.9	600 00	-	-	242	300 00
198	259	Easton,	2 47.1	1500 00	-	-	607	84 00
204	260	Pepperell,	2 46.3	1000 00	-	-	406	-
252	261	Orleans,	2 45.5	1100 00	-	-	448	198 66
224	262	Somerset,	2 44.9	600 00	-	-	245	54 00
296	263	Hancock,	2 44.8	365 00	39 00	404 00	165	324 00
280	264	Leyden,	2 43.9	400 00	-	-	164	251 00
266	265	Gardner,	2 43.6	950 00	-	-	390	10 00
201	266	Windsor,	2 41.5	500 00	-	-	207	375 50
258	267	Shutesbury,	2 41	600 00	-	-	249	126 50
108	268	Sheffield,	2 40.9	1500 00	130 73	1630 73	677	16 00
107	269	N. Brookfield,	2 40.5	1200 00	-	-	499	-
241	270	Grafton,	2 40.1	2000 00	60 00	2060 00	858	-
297	271	Sturbridge,	2 40	1200 00	-	-	500	259 50
268	272	Williamsburg,	2 39.6	750 00	-	-	313	350 00
150	273	Georgetown,	2 39.1	1000 00	45 00	1045 00	437	-
245	274	Westfield,	2 38.9	2150 00	-	-	900	624 00
192	275	Becket,	2 36.1	600 00	80 00	680 00	288	580 00
302	276	Wellfleet,	2 36	1200 00	105 12	1305 12	553	785 22
208	277	Rutland,	2 36	800 00	-	-	339	60 00
291	278	Alford,	2 35.8	250 00	-	-	106	196 00
284	279	Coleraine,	2 35.3	1000 00	-	-	425	852 00
265	280	Conway,	2 34.6	980 75	-	-	418	545 17
292	281	Wendell,	2 34.4	450 00	-	-	192	54 65
257	282	Ashfield,	2 33.9	800 00	-	-	342	372 00
312	283	Pelham,	2 32.6	400 00	-	-	172	23 22
288	284	Monterey,	2 32.5	400 00	67 41	467 41	201	441 50
219	285	Groveland,	2 30.4	744 25	-	-	323	-
305	286	Dalton,	2 29.9	600 00	-	-	261	237 32
269	287	Rehoboth,	2 27.9	900 00	139 35	1039 35	456	478 75
283	288	Swansey,	2 26.4	600 00	-	-	265	268 00
307	289	W. Springfield,	2 25.9	1500 00	-	-	664	524 00
293	290	Dana,	2 22.2	440 00	-	-	198	100 58
286	291	Hawley,	2 18.3	500 00	-	-	229	173 00
276	292	Sudbury,	2 17.9	780 00	-	-	358	-

\* Returns received too late to be included in the abstract of school returns.



For 1850-51.	For 1851-52.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
287	293	Tyringham,	\$2 15.4	\$300 00	\$36 00	\$336 00	156	\$300 00
253	294	Buckland,	2 14.5	506 25	—	—	236	—
272	295	Florida,	2 12.1	350 00	—	—	165	150 50
281	296	Prescott,	2 12.1	350 00	—	—	165	162 50
123	297	Tolland,	2 10.4	249 99	72 00	321 99	153	476 00
262	298	Bernardston,	2 09.2	500 00	—	—	239	303 50
264	299	Chesterfield,	2 09.2	500 00	—	—	239	95 00
271	300	Spencer,	2 08.3	1200 00	—	—	576	24 00
290	301	New Ashford,	2 08.3	75 00	—	—	36	25 00
270	302	Carver,	2 06.9	600 00	—	—	290	148 42
274	303	Cheshire,	2 06.9	600 00	—	—	290	516 67
299	304	Leverett,	2	410 00	—	—	205	157 33
310	305	Clarksburg,	2	200 00	—	—	100	183 50
251	306	Bradford,	1 97	752 50	—	—	382	20 00
259	307	Stockbridge,	1 96.1	1000 00	—	—	510	360 00
298	308	Granville,	1 93.5	600 00	—	—	310	375 00
304	309	Southbridge,	1 93.2	1200 00	—	—	621	—
295	310	Lenox,	1 89.3	600 00	—	—	317	264 00
314	311	Richmond,	1 87.5	300 00	—	—	160	223 77
309	312	Hinsdale,	1 84.5	561 02	—	—	304	288 00
315	313	Truro,	1 83.7	900 00	—	—	490	200 00
250	314	Gt. Barrington,	1 79	1500 00	57 20	1557 20	870	400 00
311	315	Washington,	1 77	400 00	—	—	226	396 30
317	316	Savoy,	1 75	365 75	—	—	209	230 75
313	317	Harwich,	1 69.3	1500 00	—	—	886	1236 77
306	318	Adams,	1 60.4	2136 00	14 00	2150 00	1340	1134 60
320	319	Southwick,*	1 59.4	373 00	—	—	234	401 15
316	320	Dennis,	1 56.8	1300 00	—	—	829	1299 45
277	321	Williamstown,	1 56.3	1100 00	—	—	704	23 00
318	322	Mt. Washington	1 53	150 00	—	—	98	171 50

\* This town has a large Fund, the income of which is appropriated to the support of Common Schools, and is, to some extent, a substitute for Taxation.

## GRADUATED TABLES.—FIRST SERIES.

*Tables, showing the Comparative Amount of Money appropriated by the different Towns in each of the Counties in the State, for the education of each Child in the town between the ages of 5 and 15 years.*

## SUFFOLK COUNTY.

For 1850-51.	For 1851-52.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BOSTON,	\$7 95.4	\$196650 72	—	—	24722	—
2	2	North Chelsea,	7 31.7	1200 00	—	—	164	—
3	3	Chelsea,	5 03.5	6450 00	—	—	1281	—

## ESSEX COUNTY.

1	1	LAWRENCE,	\$6 05.7	\$10000 00	—	—	1651	—
3	2	Lynn,	4 94.2	15000 00	—	—	3035	—
2	3	Salem,	4 84.9	19601 17	—	—	4042	—
4	4	Danvers,	4 79.4	8788 00	\$575 00	\$9363 00	1953	—
12	5	Newbury,	4 55.7	1080 00	—	—	237	—
6	6	Haverhill,	4 39.9	5000 00	521 17	5521 17	1255	—
5	7	Essex,	4 12.7	1300 00	—	—	315	—
15	8	Gloucester,	4 05.9	6600 00	—	—	1626	—
14	9	Manchester,	4 05.1	1600 00	—	—	395	—
13	10	Newburyport,	3 82.6	9894 00	—	—	2586	—
11	11	Amesbury,	3 69.7	2000 00	—	—	541	—
8	12	Hamilton,	3 63.6	600 00	—	—	165	—
16	13	Saugus,	3 57.7	1320 00	—	—	369	—
9	14	Ipswich,	3 49.2	2500 00	—	—	716	—
18	15	Methuen,	3 46.9	1700 00	—	—	490	\$114 00
10	16	Rockport,	3 44.8	2500 00	—	—	725	—
7	17	Boxford,	3 43.1	700 00	61 77	761 77	222	—
24	18	Rowley,	3 39.8	700 00	—	—	206	—
30*	19	Beverly,	2 96.4	3500 00	—	—	1181	—
20	20	Lynnfield,	2 88.5	600 00	—	—	208	—
22	21	Marblehead,	2 84.3	4500 00	—	—	1583	—
19	22	West Newbury,	2 82.6	1150 00	—	—	407	—
21	23	Andover,	2 82	4500 00	—	—	1596	—
23	24	Topsfield,	2 75.6	700 00	—	—	254	—
26	25	Wenham,	2 67.9	600 00	—	—	224	—
29	26	Middleton,	2 64.6	500 00	—	—	189	—
27	27	Salisbury,	2 48.2	1700 00	—	—	685	—
17	28	Georgetown,	2 39.1	1000 00	45 00	1045 00	437	—
25	29	Groveland,	2 30.4	744 25	—	—	323	—
28	30	Bradford,	1 97	752 50	—	—	382	20 00

\* The rank given to Beverly last year should have been 21 instead of 30, the town having raised \$2 93.6 per child, instead of \$2 09.7, as stated in the table.

## MIDDLESEX COUNTY.

For 1850-1.	For 1851-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board & fuel.
3	1	WINCHESTER,	\$9 25.9	\$2000 00	-	-	216	-
4	2	Somerville,	7 96.4	5575 00	-	-	700	-
8	3	Lowell,	7 91.6	43000 00	-	-	5432	-
1	4	Brighton,	7 86.5	3500 00	-	-	445	-
7	5	Concord,	7 20.0	2700 00	-	-	375	-
12	6	Lexington,	7 14.3	2500 00	-	-	350	-
2	7	Charlestown,	7 08.1	22660 00	-	-	3200	-
5	8	Cambridge,	7 03.2	23486 36	-	-	3340	-
16	9	Boxborough,	6 94.4	500 00	-	-	72	-
6	10	Waltham,	6 87.8	5000 00	-	-	727	-
29	11	Malden,	6 73.4	4000 00	-	-	594	\$65 00
11	12	Medford,	6 18.6	4243 44	-	-	686	-
20	13	Littleton,	6 10.5	1050 00	-	-	172	-
10	14	Watertown,	6 10.0	3300 00	-	-	541	-
9	15	W. Cambridge,	5 95.3	2316 64	-	-	389	-
17	16	Carlisle,	5 85.3	681 50	\$15 00	\$696 50	119	-
15	17	Lincoln,	5 72.6	670 00	-	-	117	-
13	18	Bedford,	5 34.5	800 00	92 63	892 63	167	-
*	19	Wilmington,	5 34.2	625 00	-	-	117	-
22	20	S. Reading,	5 01.2	2100 00	-	-	419	20 00
18	21	Weston,	4 84.6	1100 00	-	-	227	36 00
36	22	Framingham,	4 73.9	3810 00	-	-	804	85 00
14	23	Newton,	4 71.3	5000 00	-	-	1061	435 00
46	24	Hopkinton,	4 64.8	2575 00	-	-	554	-
28	25	Dunstable,	4 63.9	450 00	-	-	97	15 50
35	26	Tewksbury,	4 54.5	1000 00	-	-	220	-
43	27	Stoneham,	4 53.3	1700 00	-	-	375	-
40	28	Groton,	4 37.8	2500 00	-	-	571	12 00
31	29	Tyngsborough,	4 37.2	800 00	-	-	183	-
23	30	Sherborn,	4 36.3	925 00	-	-	212	-
24	31	Billerica,	4 24.9	1500 00	-	-	353	-
33	32	Chelmsford,	4 23.7	2000 00	-	-	472	15 00
27	33	Wayland,	4 15.9	900 00	48 36	948 36	228	-
21	34	Woburn,	3 88.6	3000 00	-	-	772	247 00
26	35	Burlington,	3 73.9	300 00	58 93	358 93	96	-
48	36	Dracut,	3 68.8	1000 00	323 96	1323 96	359	44 50
38	37	Holliston,	3 68.1	1800 00	-	-	489	-
34	38	Reading,	3 66.3	2000 00	-	-	546	-
32	39	Melrose,	3 61.6	1150 00	-	-	318	-
41	40	Stowe,	3 53.4	1000 00	-	-	283	-
19	41	Westford,	3 49.9	1200 00	-	-	343	-
30	42	Shirley,	3 44.8	800 00	-	-	232	70 00
47	43	Marlborough,	3 44.6	2250 00	-	-	653	16 00
25	44	Ashby,	3 39.6	900 00	-	-	265	15 00
37	45	Ashland,	3 34.4	1000 00	-	-	299	70 00
39	46	Acton,	3 17.0	1100 00	-	-	347	3 00
42	47	Townsend,	2 81.0	1200 00	-	-	427	182 84
45	48	Natick,	2 60.0	1500 00	-	-	577	-
44	49	Pepperell,	2 46.3	1000 00	-	-	406	-
49	50	Sudbury,	2 17.9	780 00	-	-	358	-

\* No returns last year.

## WORCESTER COUNTY.

For 1860-1.	For 1861-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	WORCESTER,	\$6 24.1	\$13000 00	—	—	2083	—
57	2	Milford,	5 06.2	4500 00	—	—	889	—
2	3	Lancaster,	4 71.7	1500 00	—	—	318	—
11	4	Hardwick,	4 48.3	1300 00	—	—	290	—
4	5	Clinton,	4 47.0	2212 50	—	—	495	—
3	6	Fitchburg,	4 45.3	4600 00	—	—	1033	\$28 00
6	7	New Braintree,	4 42.0	800 00	—	—	181	—
10	8	Webster,	4 26.4	2000 00	—	—	469	—
7	9	Bolton,	4 05.1	1064 89	\$154 59	\$1219 48	301	—
9	10	Paxton,	3 92.8	600 00	32 47	632 47	161	—
13	11	Charlton,	3 78.4	1400 00	—	—	370	28 50
8	12	Harvard,	3 70.1	1200 00	36 00	1236 00	334	—
14	13	Royalston,	3 67.0	1200 00	—	—	327	—
5	14	Douglas,	3 62.6	1200 00	120 00	1320 00	364	75 00
16	15	Brookfield,	3 60.4	1200 00	—	—	333	5 75
38	16	Northborough,	3 58.3	1000 00	100 00	1100 00	307	—
37	17	Westminster,	3 55.5	1500 00	—	—	422	—
51	18	Boylston,	3 53.8	750 00	—	—	212	20 00
26	19	Ashburnham,	3 52.9	1500 00	—	—	425	—
15	20	Lunenburg,	3 48.4	1000 00	—	—	287	—
19	21	Leominster,	3 44.6	2150 00	—	—	624	23 00
23	22	Princeton,	3 37.8	1000 00	—	—	296	20 00
31	23	Phillipston,	3 37.1	600 00	—	—	178	—
22	24	Barre,	3 35.6	2000 00	—	—	596	—
44	25	Warren,	3 27.9	1200 00	—	—	366	58 00
33	26	Sterling,	3 25.8	1300 00	—	—	399	25 00
18	27	Mendon,	3 25.4	800 00	124 06	924 06	284	—
28	28	Southborough,	3 23.7	900 00	—	—	278	—
30	29	Winchendon,	3 21.2	1500 00	—	—	467	—
21	30	Petersham,	3 19.1	1200 00	—	—	376	—
41	31	Shrewsbury,	3 05.1	900 00	—	—	295	—
20	32	Oakham,	3 00.4	700 00	—	—	233	—
54	33	Millbury,	2 99.1	1600 00	—	—	535	—
47	34	Auburn,	2 98.5	600 00	—	—	201	—
40	35	Blackstone,	2 96.2	2300 00	280 00	2580 00	871	150 00
50	36	Dudley,	2 93.2	900 00	—	—	307	55 00
29	37	Upton,	2 92.7	1200 00	—	—	410	—
34	38	Westborough,	2 92.1	1300 00	—	—	445	30 00
49	39	W. Boylston,	2 90.3	900 00	—	—	310	—
12	40	Athol,	2 85.7	1200 00	—	—	420	35 42
35	41	Oxford,	2 80.4	1500 00	—	—	535	—
24	42	W. Brookfield,	2 79.7	800 00	—	—	286	—
46	43	Hubbardston,	2 79.1	1200 00	—	—	430	—
32	44	Templeton,	2 76.0	1300 00	—	—	471	—
39	45	Sutton,	2 70.8	1500 00	—	—	554	55 50
25	46	Berlin,	2 64.6	500 00	—	—	189	—
45	47	Holden,	2 60.9	1200 00	—	—	460	—
27	48	Uxbridge,	2 55.9	1200 00	220 00	1420 00	555	—
36	49	Leicester,	2 52.2	1160 00	—	—	460	—

## WORCESTER COUNTY—CONTINUED.

For 1850-1.	For 1851-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
43	50	Northbridge,	\$2 52.1	\$1200 00	—	—	476	\$221 50
52	51	Gardner,	2 43.6	950 00	—	—	390	10 00
17	52	N. Brookfield,	2 40.5	1200 00	—	—	499	—
48	53	Grafton,	2 40.1	2000 00	\$60 00	\$2060 00	858	—
56	54	Sturbridge,	2 40.0	1200 00	—	—	500	259 50
42	55	Rutland,	2 36.0	800 00	—	—	339	60 00
55	56	Dana,	2 22.2	440 00	—	—	198	100 58
53	57	Spencer,	2 08.3	1200 00	—	—	576	24 00
58	58	Southbridge,	1 93.2	1200 00	—	—	621	—

## HAMPSHIRE COUNTY.

1	1	NORTHAMPTON,	4 96.4	5500 00	—	—	1108	64 00
5	2	Greenwich,	4 34.8	600 00	—	—	138	36 52
16	3	Enfield,	3 88.9	700 00	—	—	180	—
3	4	Hatfield,	3 83.9	750 00	113 75	863 75	225	—
4	5	South Hadley,	3 66.7	1500 00	—	—	409	—
9	6	Hadley,	3 53.8	1500 00	—	—	424	—
6	7	Granby,	3 51.2	850 00	—	—	242	88 00
2	8	Middlefield,	3 47.5	400 00	90 00	490 00	141	394 00
11	9	Plainfield,	3 39.5	550 00	—	—	162	85 50
7	10	Ware,	3 31.2	2600 00	—	—	785	—
8	11	Westhampton,	3 30.9	450 00	—	—	136	255 00
12	12	Goshen,	3 06.1	300 00	—	—	98	210 00
15	13	Amherst,	3 05.3	2000 00	—	—	655	20 00
10	14	Cummington,	2 94.1	700 00	150 00	850 00	289	300 00
13	15	Southampton,	2 78.6	500 00	154 73	654 73	235	—
14	16	Belchertown,	2 68.9	1600 00	—	—	595	298 28
22	17	Easthampton	2 60.9	600 00	—	—	230	266 00
20	18	Norwich,	2 60.4	500 00	—	—	192	260 00
19	19	Worthington,	2 53.2	600 00	146 98	746 98	295	588 40
18	20	Williamsburg,	2 39.6	750 00	—	—	313	350 00
23	21	Pelham,	2 32.6	400 00	—	—	172	23 22
21	22	Prescott,	2 12.1	350 00	—	—	165	162 50
17	23	Chesterfield,	2 09.2	500 00	—	—	239	95 00

## HAMPDEN COUNTY.

1	1	SPRINGFIELD,	5 51.2	10377 47	1401 50	11778 97	2137	—
2	2	Chicopee,	5 34.6	7133 00	618 38	7751 38	1450	—
3	3	Longmeadow,	5 28.3	1400 00	—	—	265	32 00
4	4	Montgomery,	4 36.7	350 00	—	—	80	180 00
5	5	Brimfield,	3 93.4	1200 00	—	—	305	21 00
7	6	Holyoke,	3 72.2	1500 00	453 97	1953 97	525	—
19	7	Palmer,	3 17.1	2600 00	19 50	2619 50	826	167 75
10	8	Russell,	2 91.3	300 00	—	—	103	246 50

## HAMPDEN COUNTY—CONTINUED.

For 1850-1.	For 1851-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
9	9	Monson,	\$2 82.0	\$1500 00	—	—	532	\$600 00
8	10	Ludlow,	2 76.7	700 00	—	—	253	300 00
11	11	Blandford,	2 73.4	700 00	\$194 16	\$894 16	327	583 00
12	12	Wilbraham,	2 73.3	1200 00	70 76	1270 76	465	606 00
14	13	Wales,	2 68.5	400 00	—	—	149	54 50
16	14	Chester,	2 63.1	800 00	—	—	304	645 00
15	15	Holland,	2 50.0	200 00	—	—	80	112 25
13	16	Westfield,	2 38.9	2150 00	—	—	900	624 00
18	17	W. Springfield,	2 25.9	1500 00	—	—	664	524 00
6	18	Tolland,	2 10.4	249 99	72 00	321 99	153	476 00
17	19	Granville,	1 93.5	600 00	—	—	310	375 00
20	20	Southwick,*	1 59.4	373 00	—	—	234	401 15

## FRANKLIN COUNTY.

2	1	SUNDERLAND,	4 33.9	700 00	37 62	737 62	170	110 00
1	2	Greenfield,	4	2200 00	—	—	550	280 00
3	3	Montague,	3 50.9	1014 00	172 00	1186 00	338	310 00
5	4	New Salem,	3 40.1	1000 00	—	—	294	100 00
6	5	Warwick,	3 25.3	715 71	—	—	220	—
4	6	Rowe,	3 24.7	500 00	—	—	154	74 00
8	7	Deerfield,	3	1293 00	—	—	431	520 00
12	8	Shelburne,	2 98.5	800 00	—	—	268	182 25
19	9	Northfield,	2 96.9	1000 00	66 00	1066 00	359	150 00
11	10	Heath,	2 92.7	600 00	—	—	205	320 00
10	11	Gill,	2 90.7	500 00	—	—	172	220 28
26	12	Monroe,	2 88.7	167 00	12 00	179 00	62	175 00
13	13	Orange,	2 77.8	1000 00	—	—	360	—
9	14	Whately,	2 74.3	650 00	—	—	237	51 25
7	15	Erving,	2 52.9	250 00	56 00	306 00	121	—
22	16	Charlemont,	2 47.9	600 00	—	—	242	300 00
20	17	Leyden,	2 43.9	400 00	—	—	164	251 00
16	18	Shutesbury,	2 41.0	600 00	—	—	249	126 50
21	19	Coleraine,	2 35.3	1000 00	—	—	425	852 00
18	20	Conway,	2 34.6	980 75	—	—	418	545 17
24	21	Wendell,	2 34.4	450 00	—	—	192	54 65
15	22	Ashfield,	2 33.9	800 00	—	—	342	372 00
23	23	Hawley,	2 18.3	500 00	—	—	229	173 00
14	24	Buckland,	2 14.5	506 25	—	—	236	—
17	25	Bernardston,	2 09.2	500 00	—	—	239	303 50
25	26	Leverett,	2	410 00	—	—	205	157 33

\* This town has a fund, the income of which is appropriated to the support of the Public Schools, and which is not included in this table.

## BERKSHIRE COUNTY.

For 1850-1.	For 1851-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
5	1	PITTSFIELD,	\$4 56.3	\$4334 90	—	—	950	\$100 00
4	2	Sandisfield,	3 37.8	950 00	\$201 75	\$1151 75	341	688 00
2	3	Peru,	3 33.3	300 00	—	—	90	145 00
22	4	Lee,	3 28.3	2347 36	—	—	715	650 00
9	5	Otis,	2 94.1	700 00	—	—	238	425 00
3	6	Egremont,	2 84.1	625 00	—	—	220	42 50
11	7	W. Stockbridge	2 61.7	700 00	153 24	853 24	326	196 03
23	8	Lanesborough,	2 59.2	600 00	154 20	754 20	291	648 00
8	9	New Marlboro,'	2 53.8	700 00	325 25	1025 25	404	525 00
21	10	Hancock,	2 44.8	365 00	39 00	404 00	165	324 00
7	11	Windsor,	2 41.5	500 00	—	—	207	375 50
1	12	Sheffield,	2 40.9	1500 00	130 73	1630 73	677	16 00
6	13	Becket,	2 36.1	600 00	80 00	680 00	288	580 00
19	14	Alford,	2 35.8	250 00	—	—	106	196 00
17	15	Monterey,	2 32.5	400 00	67 41	467 41	201	441 50
24	16	Dalton,	2 29.9	600 00	—	—	261	237 32
16	17	Tyringham,	2 15.4	300 00	36 00	336 00	156	300 00
13	18	Florida,	2 12.1	350 00	—	—	165	150 50
18	19	New Ashford,	2 08.3	75 00	—	—	36	25 00
14	20	Cheshire,	2 06.9	600 00	—	—	290	516 67
27	21	Clarksburg,	2	200 00	—	—	100	183 50
12	22	Stockbridge,	1 96.1	1000 00	—	—	510	360 00
20	23	Lenox,	1 89.3	600 00	—	—	317	264 00
29	24	Richmond,	1 87.5	300 00	—	—	160	223 77
26	25	Hinsdale,	1 84.5	561 02	—	—	304	288 00
10	26	Gt. Barrington,	1 79.0	1500 00	57 20	1557 20	870	400 00
28	27	Washington,	1 77.0	400 00	—	—	226	396 30
30	28	Savoy,	1 75.0	365 75	—	—	209	230 75
25	29	Adams,	1 60.4	2136 00	14 00	2150 00	1340	1134 60
15	30	Williamstown,	1 56.3	1100 00	—	—	704	23 00
31	31	Mt. Washington,	1 53.0	150 00	—	—	98	171 50

## NORFOLK COUNTY.

1	1	BROOKLINE,	12 38.7	4100 00	—	—	331	—
3	2	Dedham,	7 62.5	6200 00	60 00	6260 00	821	105 00
*	3	W. Roxbury,	7 40.2	5114 81	—	—	691	—
4	4	Roxbury,	6 93.5	21976 32	—	—	3169	—
2	5	Dorchester,	6 68.7	11000 00	—	—	1645	—
5	6	Milton,	5 40	2500 00	—	—	463	—
6	7	Dover,	5 21.7	600 00	—	—	115	—
7	8	Cohasset,	4 97.2	1800 00	—	—	362	—
9	9	Medway,	4 94.3	2600 00	—	—	526	—
12	10	Quincy,	4 52.9	5000 00	—	—	1104	—
14	11	Walpole,	4 24.4	1600 00	—	—	377	90 00
8	12	Sharon,	3 85.4	800 00	78 81	878 81	228	—
13	13	Needham,	3 74	1410 00	—	—	377	—
10	14	Wrentham,	3 61.1	2200 00	341 86	2541 86	704	4 00

\* Newly incorporated.

## NORFOLK COUNTY—CONTINUED.

For 1850-1.	For 1851-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes in the support of Schools.	Income of Surplus Revenue appropriated to Schools	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
16	15	Braintree,	\$3 45.9	\$2200 00	—	—	636	\$315 00
15	16	Weymouth,	3 45.8	3500 00	—	—	1012	—
11	17	Foxborough,	3 43	1300 00	—	—	379	—
19	18	Canton,	3 30.5	1800 00	—	—	545	—
17	19	Bellingham,	3 13.5	800 00	\$140 63	\$940 63	300	28 00
18	20	Franklin,	3 10.9	1200 00	—	—	386	—
21	21	Medfield,	2 87.4	500 00	—	—	174	—
20	22	Stoughton,	2 82.9	2000 00	—	—	707	26 00
22	23	Randolph,	2 72.3	2500 00	—	—	918	—

## BRISTOL COUNTY.

2	1	N. BEDFORD,	5 62.6	18655 22	—	—	3316	—
1	2	Fairhaven,	5 48.3	5900 00	—	—	1076	—
4	3	Attleborough,	4 81.2	4157 95	—	—	864	180 00
3	4	Fall River,	4 44.1	11000 00	—	—	2477	—
5	5	Taunton,	4 14.2	9800 00	—	—	2366	50 00
13	6	Westport,	3 74.5	2000 00	284 18	2284 18	610	765 00
6	7	Dighton,	3 31.8	1068 50	145 97	1214 47	366	138 17
10	8	Norton,	3 04.7	1200 00	—	—	394	—
7	9	Pawtucket,	3 04.5	2750 00	—	—	903	—
11	10	Raynham,	2 83.9	900 00	—	—	317	—
8	11	Seekonk,	2 76.2	1442 00	—	—	522	454 42
14	12	Dartmouth,	2 64.6	2500 00	—	—	945	954 99
18	13	Berkley,	2 59.1	500 00	—	—	193	78 25
15	14	Freetown,	2 55.1	1000 00	—	—	392	—
16	15	Mansfield,	2 50	912 50	—	—	365	50 00
9	16	Easton,	2 47.1	1500 00	—	—	607	84 00
12	17	Somerset,	2 44.9	600 00	—	—	245	54 00
17	18	Rehobeth,	2 27.9	900 00	139 35	1039 35	456	478 75
19	19	Swanzy,	2 26.4	600 00	—	—	265	268 00

## PLYMOUTH COUNTY.

1	1	KINGSTON,	5 63.8	1600 00	—	—	284	—
2	2	Plymouth,	5 18.9	7000 00	—	—	1349	141 00
3	3	South Scituate,	4 73.5	1700 00	—	—	359	—
10	4	Hull,	4 30.2	228 00	—	—	53	—
4	5	Hingham,	4 29.3	3447 00	—	—	803	—
5	6	Scituate,	4 12.8	1965 00	—	—	476	—
7	7	Duxbury,	4 06.1	2100 00	296 00	2396 00	590	—
6	8	Pembroke,	3 98.6	1000 00	152 00	1152 00	289	—
9	9	Bridgewater,	3 75.9	2000 00	—	—	532	—
13	10	Hanson,	3 67.3	900 00	—	—	245	34 50
11	11	Hanover,	3 64.1	1300 00	—	—	357	—
8	12	Middleborough,	3 60.7	4060 00	—	—	1109	829 00
14	13	Marshfield,	3 41.8	1350 00	—	—	395	—



## PLYMOUTH COUNTY—CONTINUED.

For 1850-1.	For 1851-2.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
12	14	W. Bridgewater,	\$3 23.6	\$1000 00	—	—	309	—
18	15	Abington,	3 20.1	3000 00	\$217 33	\$3217 33	1005	—
17	16	Halifax,	3 07.2	404 00	63 00	467 00	152	\$136 25
15	17	E. Bridgewater,	2 94.7	1500 00	—	—	509	56 00
20	18	N. Bridgewater,	2 87.3	2600 00	—	—	905	—
21	19	Rochester,	2 85.1	2500 00	—	—	877	225 00
19	20	Plympton,	2 83	600 00	—	—	212	173 92
16	21	Wareham,	2 66.7	2000 00	—	—	750	—
22	22	Carver,	2 06.9	600 00	—	—	290	148 42

## BARNSTABLE COUNTY.

1	1	PROVINCETOWN,	4 31.3	2575 00	—	—	597	—
3	2	Sandwich,	3 02.1	3090 00	329 60	3419 60	1131	210 00
8	3	Falmouth,	2 93.5	1500 00	320 00	1820 00	620	601 72
4	4	Eastham,	2 88	500 00	50 00	550 00	191	72 00
2	5	Barnstable,	2 85.7	3000 00	1000 00	4000 00	1400	50 00
5	6	Yarmouth,	2 83.1	1600 00	—	—	565	259 00
7	7	Chatham,	2 71.8	1400 00	—	—	515	832 85
6	8	Brewster,	2 65.3	1000 00	—	—	377	65 00
9	9	Orleans,	2 45.5	1100 00	—	—	448	198 66
10	10	Wellfleet,	2 36	1200 00	105 12	1305 12	553	785 22
12	11	Truro,	1 83.7	900 00	—	—	490	200 00
11	12	Harwich,	1 69.3	1500 00	—	—	886	1236 77
13	13	Dennis,	1 56.8	1300 00	—	—	829	1299 45

## DUKES COUNTY.

1	1	EDGARTOWN,	3 92.7	1500 00	—	—	382	—
3	2	Tisbury,	3 08.1	1200 00	14 00	1214 00	394	20 00
2	3	Chilmark,	2 56.4	400 00	—	—	156	—

## NANTUCKET COUNTY.

1	1	NANTUCKET,	5 46.1	9425 57	—	—	1726	—
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## A GRADUATED TABLE.—FIRST SERIES.

*Showing the Comparative Amount of Money appropriated by the different Counties in the State, for the education of each Child between the ages of 5 and 15 years in the County.*

For 1850-1.	For 1851-2.	COUNTIES.	Sum appropriated by counties for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue, and similar funds, appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	SUFFOLK,	\$7 81	\$204,300 72	—	\$204,300 72	26,167	—
3	2	Middlesex,	5 80	176,947 94	\$538 88	177,486 82	30,625	\$1,331 84
2	3	Nantucket,	5 46	9,425 57	—	9,425 57	1,726	—
4	4	Norfolk,	5 22	82,701 13	621 30	83,322 43	15,970	568 00
6	5	Bristol,	4 07	67,144 17	811 50	67,955 67	16,679	3,555 58
5	6	Essex,	4 01	111,129 92	1202 94	112,332 86	27,998	134 00
9	7	Hampden,	3 72	35,233 46	2211 89	37,445 35	10,062	5,948 15
8	8	Plymouth,	3 67	42,794 00	728 33	43,522 33	11,850	1,744 09
10	9	Dukes,	3 34	3,100 00	14 00	3,114 00	932	20 00
11	10	Hampshire,	3 33	24,200 00	655 46	24,855 46	7,457	3,496 42
7	11	Worcester,	3 32.7	88,327 39	1,127 12	89,454 51	26,891	1,284 75
12	12	Franklin,	2 84	19,136 71	341 46	19,478 17	6,856	5,627 93
13	13	Barnstable,	2 61	20,665 00	1,804 72	22,469 72	8,602	5,810 67
14	14	Berkshire,	2 38	25,110 03	1,258 78	26,368 81	11,065	10,257 44

## AGGREGATE OF THE STATE.

14 Counties,	4 54	910,216 04	11,316 38	921,532 42	202,880	39,778 87
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## GRADUATED TABLES.—SECOND SERIES.

The Table commencing on the next page exhibits the appropriations of the cities and towns, as compared with their respective valuations in 1850. A wish has been frequently expressed, by persons residing in different parts of the State, that such a table might be constructed. No similar one has been contained in any previous Report.

The first column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations.

The second consists of the names of the cities and towns, as numerically arranged.

The third shows the percentage of taxable property appropriated to the support of the Public Schools. The result is expressed in mills and hundredths of mills. The decimals are carried to three figures, in order to indicate more perfectly the distinction between the different towns. The first figure (mills), expresses the principal value, and is separated from the two last figures by a point.

The fourth column presents the amount of appropriations, including the sum raised by taxes, also the income of the surplus revenue, and of such funds as the towns may appropriate, at their option, either to support Common Schools or to pay ordinary municipal expenses. The income of other local funds and the voluntary contributions are not included in the estimate. The appropriations are reckoned the same as in the first series of tables, and for the same reasons.

The fifth exhibits the amount of taxable property in each city and town according to the last State Valuation.

If the valuations in each case were an exact representation of the amount of property, or if the valuations were all too high or all too low in equal proportions, then the results in the third column would present a perfectly just view of the comparative liberality of the towns to their schools. Such is by no means the fact. The valuations are only approximations, more or less near, to the actual value of the property of the towns. Some towns may have a valuation much too high, as compared with their property, or as compared with other towns, owing to imperfections in the returns of the assessors, and to the uncertainty attending any mere estimate of the value of property. So far as the valuations are in different proportions to the property they represent, the conclusions based on them, as in the next table, cannot be strictly just.

Moreover, some towns from special advantages, increase in wealth much more rapidly than other towns, while their respective valuations remain stationary for ten years, or till 1860. This unequal advance in property renders comparisons that are founded on valuations merely, to some extent unjust, and the injustice will increase each successive year, or with the increase of wealth.

The first Graduated Tables, showing the sum appropriated per child, between 5 and 15 years of age, rest on facts that can be accurately ascertained in every case, and may therefore present perfectly accurate results. The second series of Graduated Tables rests on one of the same facts (the amount appropriated); also, on the valuations which are to some extent arbitrary and liable to unavoidable errors. Therefore, the comparisons in the second series may have no advantage over those in the first series, in accuracy or justness.

If the rank assigned to towns in the next tables is compared with the rank of the same towns in the former series, it will be seen that they hold, in many instances, a very different place in the scale. For example, Brookline and Boston, which for many years have held the highest places in the previous tables, are, in the following one, the former No. 318, the latter No. 313. Wellfleet, which is No. 275 in the first Graduated Table, is No. 1 in the following table; Attleborough, which is No. 48 in the former, is No. 2 in the latter.

## GRADUATED TABLES.—SECOND SERIES.

*A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1851-2.*

	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
1	WELLFLEET, -	\$ .004-44	\$1,305 12	\$294,228 00
2	Attleborough, - -	4-00	4,157 95	1,038,000 00
3	Milford, - - -	3-93	4,500 00	1,144,721 00
4	Rockport, - - -	3-72	2,500 00	672,410 07
5	Lynn, - - - -	3-62	15,000 00	4,148,989 40
6	Stoncham, - - -	3-53	1,700 00	481,862 00
7	Orleans, - - -	3-38	1,100 00	325,576 30
8	Manchester, - -	3-20	1,600 00	499,507 50
9	Winchester, - -	3-08	2,000 00	649,346 00
10	Pawtucket, - -	3-00	2,750 00	916,587 00
11	Medway, - - -	3-00	2,600 00	867,176 00
12	Brewster, - - -	2-99	1,000 00	334,827 45
13	Eastham, - - -	2-96	550 00	185,714 50
14	Monroe, - - -	2-96	179 00	60,538 00
15	Scituate, - - -	2-95	1,965 00	664,955 00
16	Hopkinton, - -	2-90	2,575 00	887,091 50
17	Chatham, - - -	2-89	1,400 00	484,718 25
18	Harwich, - - -	2-86	1,500 00	524,699 75
19	Danvers, - - -	2-83	9,363 00	3,312,779 10
20	Plymouth, - - -	2-83	7,000 00	2,473,123 00
21	Gloucester, - -	2-79	6,600 00	2,369,251 95
22	South Reading, -	2-78	2,100 00	755,019 00
23	Saugus, - - -	2-68	1,320 00	491,917 50
24	Montague, - - -	2-65	1,186 00	447,222 00
25	Somerville, - -	2-65	5,575 00	2,102,631 00
26	Taunton, - - -	2-65	9,800 00	3,701,472 00
27	Charlestown, - -	2-63	22,660 00	8,624,690 00
28	Greenwich, - - -	2-63	600 00	228,570 00
29	Barnstable, - -	2-63	4,000 00	1,522,871 00
30	Pembroke, - - -	2-61	1,152 00	440,917 00
31	Sandwich, - - -	2-60	3,419 60	1,314,391 15
32	Lowell, - - - -	2-55	43,000 00	16,866,919 10
33	Bedford, - - -	2-54	892 63	350,999 00
34	Middleborough, -	2-49	4,000 00	1,603,928 00
35	Webster, - - -	2-49	2,000 00	801,934 00
36	North Bridgewater,	2-49	2,600 00	1,043,150 00
37	Sandisfield, - -	2-48	1,151 75	463,328 00
38	Provincetown, - -	2-47	2,575 00	2,102,631 00
39	Haverhill, - - -	2-46	5,521 17	2,243,407 00

## GRADUATED TABLES.—SECOND SERIES—CONTINUED.

	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
40	Ashland, - - -	\$.002-46	\$1,000 00	\$407,121 00
41	Truro, - - -	2-45	900 00	367,199 50
42	New Salem, - - -	2-43	1,000 00	410,657 00
43	Clinton, - - -	2-43	2,212 50	909,148 00
44	Lee, - - -	2-43	2,347 36	966,320 00
45	Shutesbury, - - -	2-42	600 00	248,125 00
46	Florida, - - -	2-41	350 00	145,049 00
47	Cohasset, - - -	2-41	1,800 00	746,872 68
48	Mansfield, - - -	2-41	912 50	378,902 00
49	Quincy, - - -	2-40	5,000 00	2,085,625 38
50	Hanson, - - -	2-39	900 00	376,786 00
51	Melrose, - - -	2-38	1,200 00	505,098 00
52	Hanover, - - -	2-36	1,300 00	550,089 00
53	Ipswich, - - -	2-35	2,500 00	1,062,792 50
54	Ware, - - -	2-35	2,600 00	1,108,228 00
55	Dighton, - - -	2-35	1,214 47	517,487 00
56	Sunderland, - - -	2-33	737 62	316,442 00
57	Rowe, - - -	2-32	500 00	215,432 00
58	Bolton, - - -	2-32	1,219 48	525,254 00
59	Malden, - - -	2-31	4,000 00	1,731,662 40
60	Heath, - - -	2-28	600 00	263,640 00
61	South Scituate, - - -	2-28	1,700 00	747,414 00
62	Cummington, - - -	2-27	850 00	375,196 00
63	Wrentham, - - -	2-27	2,541 86	1,121,721 00
64	Fitchburg, - - -	2-26	4,600 00	2,039,864 60
65	South Hadley, - - -	2-26	1,500 00	663,482 00
66	Edgartown, - - -	2-24	1,500 00	670,834 00
67	Duxbury, - - -	2-23	2,396 00	1,076,363 00
68	Littleton, - - -	2-23	1,050 00	471,879 00
69	Buckland, - - -	2-22	506 25	227,773 00
70	Lancaster, - - -	2-22	1,500 00	674,224 00
71	Chicopee, - - -	2-22	7,751 38	3,442,597 00
72	Wareham, - - -	2-22	2,000 00	901,603 00
73	Cambridge, - - -	2-21	23,486 36	10,608,787 70
74	Marblehead, - - -	2-21	4,500 00	2,033,990 60
75	Ashburnham, - - -	2-20	1,500 00	681,420 00
76	Northampton, - - -	2-20	5,500 00	2,504,144 00
77	Otis, - - -	2-19	700 00	319,400 00
78	Holliston, - - -	2-19	1,800 00	821,596 00
79	Hingham, - - -	2-19	3,447 00	1,570,886 00
80	Abington, - - -	2-19	3,217 33	1,466,878 00
81	Montgomery, - - -	2-19	350 00	159,691 00
82	Tisbury, - - -	2-18	1,214 00	555,806 00
83	Palmer, - - -	2-17	2,619 50	1,208,435 67
84	Becket, - - -	2-17	680 00	313,915 00
85	Carlisle, - - -	2-15	696 50	323,524 00
86	Granby, - - -	2-15	850 00	395,537 00
87	Yarmouth, - - -	2-14	1,600 00	746,587 95
88	Brighton, - - -	2-14	3,500 00	1,634,725 00

## GRADUATED TABLES.—SECOND SERIES—CONTINUED.

	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar funds.	Valuation of 1850.
89	Concord, - - -	\$,002-14	\$2,760 00	\$1,262,863 20
90	Lexington, - - -	2-14	2,500 00	1,170,428 00
91	Savoy, - - -	2-13	365 75	171,926 00
92	Easton, - - -	2-12	1,500 00	707,887 00
93	Rochester, - - -	2-12	2,500 00	1,181,629 00
94	Paxton, - - -	2-12	632 47	298,714 00
95	Clarksburg, - - -	2-11	200 00	94,835 00
96	Marshfield, - - -	2-10	1,350 00	643,191 00
97	Dedham, - - -	2-10	6,260 00	2,999,518 87
98	Chelmsford, - - -	2-09	2,000 00	958,369 00
99	Boxborough, - - -	2-09	500 00	239,712 00
100	Westhampton, - - -	2-09	450 00	215,719 00
101	Dana, - - -	2-08	440 00	211,123 00
102	Seekonk, - - -	2-07	1,442 00	695,324 00
103	Norwich, - - -	2-07	500 00	241,678 00
104	New Marlborough, - - -	2-07	1,025 25	495,871 00
105	Greenfield, - - -	2-05	2,260 00	1,072,889 00
106	Essex, - - -	2-05	1,300 00	633,895 20
107	Nantucket, - - -	2-05	9,425 57	4,595,362 00
108	Monterey, - - -	2-05	467 41	227,960 00
109	Westminster, - - -	2-05	1,500 00	732,784 00
110	Weymouth, - - -	2-04	3,500 00	1,714,014 75
111	Bradford, - - -	2-04	752 50	368,278 00
112	Acton, - - -	2-03	1,100 00	541,225 00
113	Dover, - - -	2-03	600 00	295,704 00
114	Braintree, - - -	2-01	2,200 00	1,054,783 30
115	Foxborough, - - -	2-01	1,300 00	648,072 75
116	Leyden, - - -	2-01	400 00	199,268 00
117	Upton, - - -	2-00	1,200 00	601,348 00
118	Framingham, - - -	1-99	3,810 00	1,910,613 00
119	Roxbury, - - -	1-99	27,091 13	13,613,731 50
120	West Newbury, - - -	1-99	1,150 00	578,671 10
121	Wayland, - - -	1-98	948 36	479,084 00
122	Erving, - - -	1-98	306 00	154,821 00
123	Walpole, - - -	1-97	1,600 00	812,984 50
124	Amesbury, - - -	1-96	2,000 00	1,020,425 00
125	Douglas, - - -	1-94	1,320 00	678,709 00
126	Hull, - - -	1-94	228 00	117,823 00
127	West Bridgewater, - - -	1-93	1,000 00	516,955 00
128	Belchertown, - - -	1-93	1,600 00	830,356 00
129	Plainfield, - - -	1-92	550 00	286,006 00
130	Marlborough, - - -	1-92	2,250 00	1,172,267 00
131	Berkley, - - -	1-91	500 00	261,405 00
132	Northbridge, - - -	1-91	1,200 00	627,979 70
133	Falmouth, - - -	1-91	1,820 00	954,466 75
134	Brookfield, - - -	1-90	1,200 00	632,064 00
135	Chester, - - -	1-89	800 00	423,265 00
136	Dracut, - - -	1-89	1,323 96	700,182 00
137	Athol, - - -	1-88	1,200 00	639,384 00

## GRADUATED TABLES.—SECOND SERIES—CONTINUED.

	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
138	Groveland, - - -	\$.001-87	\$744 25	\$397,079 00
139	Kingston, - - -	1-87	1,600 00	853,645 00
140	Reading, - - -	1-87	2,000 00	1,071,042 00
141	Hubbardston, - - -	1-86	1,200 00	643,503 00
142	Pelham, - - -	1-86	400 00	214,606 00
143	Chelsea, - - -	1-86	6,450 00	3,475,161 00
144	Franklin, - - -	1-85	1,200 00	648,436 00
145	Springfield, - - -	1-85	11,778 97	6,375,453 50
146	Wales, - - -	1-84	400 00	217,938 00
147	East Bridgewater, - - -	1-84	1,500 00	814,600 00
148	North Brookfield, - - -	1-84	1,200 00	651,332 00
149	Newburyport, - - -	1-84	9,894 00	5,390,069 55
150	Stoughton, - - -	1-83	2,000 00	1,093,296 00
151	Hawley, - - -	1-83	500 00	273,212 00
152	Halifax, - - -	1-82	467 00	255,884 00
153	Fairhaven, - - -	1-82	5,900 00	3,248,990 00
154	Bellingham, - - -	1-82	940 63	517,797 87
155	Plympton, - - -	1-82	600 00	330 503 00
156	Berlin, - - -	1-81	500 00	276,330 00
157	Fall River, - - -	1-81	11,000 00	6,091,250 00
158	Waltham, - - -	1-80	5,000 00	2,778,446 50
159	Russell, - - -	1-79	300 00	167,528 00
160	Sherborn, - - -	1-79	925 00	516,983 00
161	Brimfield, - - -	1-78	1,200 00	672,008 00
162	Freetown, - - -	1-77	1,000 00	565,096 00
163	Needham, - - -	1-76	1,410 00	799,789 75
164	Medford, - - -	1-76	4,243 44	2,409,333 00
165	Northborough, - - -	1-76	1,100 00	625,596 00
166	Raynham, - - -	1-75	900 00	514,908 00
167	Warren, - - -	1-75	1,200 00	680,931 00
168	Southampton, - - -	1-74	654 73	377,282 00
169	Lynnfield, - - -	1-74	600 00	345,356 00
170	Blandford, - - -	1-73	894 16	516,896 00
171	Leominster, - - -	1-73	2,150 00	1,244,051 10
172	Carver, - - -	1-72	600 00	347,995 00
173	Groton, - - -	1-72	2,500 00	1,451,025 00
174	Billerica, - - -	1-72	1,500 00	870,595 00
175	Gardner, - - -	1-70	950 00	558,389 60
176	Gill, - - -	1-70	500 00	293,207 00
177	Shelburne, - - -	1-70	800 00	470,874 00
178	West Boylston, - - -	1-69	900 00	531,117 00
179	Wenham, - - -	1-69	600 00	354,409 00
180	Washington, - - -	1-69	400 00	236,195 00
181	Oakham, - - -	1-69	700 00	413,351 00
182	Westborough, - - -	1-69	1,300 00	768,499 50
183	Amherst, - - -	1-69	2,000 00	1,187,267 00
184	Worthington, - - -	1-68	746 98	443,273 00
185	Norton, - - -	1-68	1,200 00	714,021 00
186	Goshen, - - -	1-68	300 00	178,995 00

## GRADUATED TABLES.—SECOND SERIES—CONTINUED.

	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
187	Windsor, - - -	\$.001-67	\$500 00	\$298,619 00
188	Harvard, - - -	1-67	1,236 00	741,352 00
189	Lawrence, - - -	1-66	10,000 00	6,003,716 20
190	Boylston, - - -	1-66	750 00	450,982 60
191	Charlemont, - - -	1-66	600 00	361,311 00
192	Salisbury, - - -	1-66	1,700 00	1,023,861 83
193	Hadley, - - -	1-66	1,500 00	904,424 00
194	Longmeadow, - - -	1-65	1,400 00	845,966 00
195	Bridgewater, - - -	1-64	2,000 00	1,222,351 00
196	Monson, - - -	1-64	1,500 00	916,185 60
197	Natick, - - -	1-64	1,500 00	916,210 00
198	Middlefield, - - -	1-63	490 00	299,904 00
199	Winchendon, - - -	1-63	1,500 00	918,365 00
200	Pittsfield, - - -	1-63	4,334 90	2,660,744 60
201	Newbury, - - -	1-63	1,080 00	663,155 30
202	Dennis, - - -	1-63	1,300 00	798,934 14
203	Tyngsborough, - - -	1-62	800 00	492,830 00
204	Beverly, - - -	1-62	3,500 00	2,156,012 85
205	Dorchester, - - -	1-62	11,000 00	6,785,916 46
206	Sterling, - - -	1-62	1,300 00	801,310 00
207	Millbury, - - -	1-62	1,600 00	985,030 00
208	Tewksbury, - - -	1-62	1,000 00	616,308 00
209	Middleton, - - -	1-61	500 00	310,417 00
210	Mount Washington, - - -	1-61	150 00	93,402 00
211	Methuen, - - -	1-61	1,700 00	1,059,148 45
212	Stowe, - - -	1-60	1,000 00	623,390 00
213	Sharon, - - -	1-60	878 81	548,452 25
214	Royalston, - - -	1-60	1,200 00	751,008 00
215	Tolland, - - -	1-59	321 99	202,555 00
216	Newton, - - -	1-58	5,000 00	3,157,340 00
217	West Stockbridge, - - -	1-58	853 24	541,180 00
218	Princeton, - - -	1-58	1,000 00	631,911 00
219	Lunenburg, - - -	1-57	1,000 00	636,547 00
220	Westport, - - -	1-57	2,284 18	1,451,080 00
221	Oxford, - - -	1-57	1,500 00	955,645 00
222	Phillipston, - - -	1-57	600 00	383,141 00
223	Hardwick, - - -	1-57	1,300 00	829,396 00
224	Warwick, - - -	1-57	715 71	454,605 00
225	Wilmington, - - -	1-56	625 00	399,643 00
226	Granville, - - -	1-56	600 00	384,110 00
227	Coleraine, - - -	1-56	1,000 00	642,893 00
228	Rutland, - - -	1-56	800 00	513,447 00
229	Enfield, - - -	1-55	700 00	450,684 00
230	Weston, - - -	1-55	1,100 00	708,876 00
231	Ashby, - - -	1-55	900 00	580,860 00
232	Leverett, - - -	1-54	410 00	266,704 00
233	Rowley, - - -	1-53	700 00	456,089 37
234	Sutton, - - -	1-53	1,500 00	977,822 00
235	Woburn, - - -	1-53	3,000 00	1,962,577 00
236	Holden, - - -	1-52	1,200 00	787,834 50



## GRADUATED TABLES.—SECOND SERIES—CONTINUED.

	TOWNS.	Ratio of Valuation to the appropriation for Public Schools expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
237	Ludlow, - - -	\$.001-52	\$700 00	\$459,837 00
238	Pern, - - -	1-52	300 00	197,142 00
239	Ashfield, - - -	1-52	800 00	525,901 00
240	Grafton, - - -	1-52	2,060 00	1,356,063 00
241	Petersham, - - -	1-51	1,200 00	792,077 00
242	W. Brookfield, - - -	1-51	800 00	528,764 00
243	Blackstone, - - -	1-51	2,580 00	1,705,166 00
244	Rehoboth, - - -	1-51	1,039 35	689,206 00
245	Randolph, - - -	1-50	2,500 00	1,663,428 25
246	Auburn, - - -	1-50	600 00	399,896 00
247	Lanesborough, - - -	1-50	754 20	501,445 00
248	Southborough, - - -	1-50	900 00	598,407 60
249	N. Chelsea, - - -	1-50	1,200 00	801,944 00
250	Holland, - - -	1-50	200 00	141,897 00
251	Topsfield, - - -	1-49	700 00	468,981 30
252	Charlton, - - -	1-49	1,400 00	942,701 00
253	Whately, - - -	1-48	650 00	433,772 00
254	Templeton, - - -	1-48	1,300 00	877,725 00
255	Westford, - - -	1-47	1,200 00	814,078 00
256	Sheffield, - - -	1-47	1,630 73	1,108,145 00
257	Northfield, - - -	1-47	800 00	470,874 00
258	Georgetown, - - -	1-46	1,045 00	715,213 00
259	Orange, - - -	1-46	1,000 00	686,974 00
260	Spencer, - - -	1-45	1,200 00	828,611 00
261	Milton, - - -	1-44	2,500 00	1,733,127 00
262	New Braintree, - - -	1-44	800 00	554,624 00
263	Conway, - - -	1-44	980 75	679,492 00
264	Andover, - - -	1-44	4,500 00	3,131,122 75
265	Salem, - - -	1-43	19,601 17	13,654,738 70
266	Sturbridge, - - -	1-42	1,200 00	846,330 00
267	Boxford, - - -	1-42	761 77	538,288 67
268	Tyringham, - - -	1-41	336 00	239,086 00
269	Shirley, - - -	1-40	800 00	569 910 00
270	Watertown, - - -	1-40	3,360 00	2,351,583 20
271	Townsend, - - -	1-40	1,200 00	855,970 00
272	Barre, - - -	1-40	2,000 00	1,430,964 00
273	Hinsdale, - - -	1-39	561 02	403,324 00
274	W. Cambridge, - - -	1-39	2,316 64	1,671,644 10
275	Lincoln, - - -	1-39	670 00	482,822 00
276	Mendon, - - -	1-38	924 06	668,839 60
277	Dudley, - - -	1-38	900 00	651,391 00
278	Easthampton, - - -	1-38	600 00	434,564 00
279	Prescott, - - -	1-38	350 00	253,561 00
280	Egremont, - - -	1-38	625 00	453,165 00
281	Westfield, - - -	1-38	2,150 00	1,563,758 50
282	Wilbraham, - - -	1-38	1,270 76	923,287 50
283	Stockbridge, - - -	1-36	1,000 00	733,871 40
284	Pepperell, - - -	1-35	1,000 00	740,823 80
285	Bernardstown, - - -	1-33	500 00	375,366 00
286	Dalton, - - -	1-33	600 00	451,247 00
287	Hamilton, - - -	1-33	600 00	452,403 00

## GRADUATED TABLES.—SECOND SERIES—CONTINUED.

	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar Funds.	Valuation of 1850.
288	Chesterfield, - -	\$001-30	\$500 00	\$384,115 00
289	Canton, - - -	1-30	1,800 00	1,387,372 75
290	New Bedford, - -	1-30	18,655 22	14,489,266 00
291	Somerset, - - -	1-29	600 00	544,232 00
292	Deerfield, - - -	1-28	1,293 00	1,009,306 00
293	Uxbridge, - - -	1-26	1,420 00	1,129,366 50
294	Burlington, - -	1-25	358 93	287,868 00
295	Dunstable, - - -	1-25	450 00	361,061 00
296	Adams, - - -	1-25	2,150 00	1,724,484 00
297	Hatfield, - - -	1-22	863 75	706,290 00
298	Gt. Barrington, -	1-21	1,557 20	1,288,176 00
299	Worcester, - - -	1-17	13,000 00	11,085,566 70
300	Cheshire, - - -	1-16	600 00	516,586 50
301	Williamsburg, -	1-16	750 00	647,359 00
302	Wendell, - - -	1-16	450 00	389,204 00
303	Lenox, - - -	1-14	600 00	524,570 90
304	Shrewsbury, - -	1-14	900 00	788,836 00
305	Hancock, - - -	1-14	404 00	355,151 00
306	Alford, - - -	1-14	250 00	219,734 60
307	Williamstown, -	1-13	1,100 00	973,309 00
308	Swansey, - - -	1-10	600 00	463,495 00
309	Dartmouth, - -	1-10	2,500 00	2,279,942 00
310	Medfield, - - -	1-09	500 00	459,846 00
311	Holyoke, - - -	1-08	1,953 97	1,812,854 00
312	Stockbridge, - -	1-06	1,200 00	1,131,673 00
313	Leicester, - - -	0-95	1,160 00	1,219,330 00
314	Boston, - - -	0-92	196,650 72	213,310,067 00
315	W. Springfield, -	0-90	1,500 00	1,661,640 00
316	Sudbury, - - -	0-85	780 00	915,867 00
317	Chilmark, - - -	0-85	400 00	471,365 00
318	Richmond, - - -	0-82	300 00	367,058 00
319	Brookline, - - -	0-76	4,100 00	5,436,854 50
320	New Ashford, - -	0-75	75 00	999,966 00
321	Southwick, - - -	0-71	373 00	525,318 00
	Marion,* - - -	-	-	-
	Swampscot,* - -	-	-	-
	West Roxbury,† -	-	-	-
	Winthrop,* - -	-	-	-

\* Newly Incorporated.

† Included in Roxbury.

## GRADUATED TABLES.—SECOND SERIES.

*In which all the Towns in the respective Counties in the State, are numerically arranged, according to the percentage of their taxable property appropriated for the support of Public Schools, for the year 1851-2.*

## SUFFOLK COUNTY.

	TOWNS.	Ratio of Valuation to the appropriation for Public Schools expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar funds.	Valuation of 1850.
1	CHELSEA, - -	\$ .001-86	\$6,450 00	\$3,475,161 00
2	North Chelsea, - -	1-50	1,200 00	801,944 00
3	Boston, - - -	0-92	196,650 72	213,310,067 00
	Winthrop,* - -	-	-	-

## ESSEX COUNTY.

1	ROCKPORT, - -	3-72	2,500 00	672,410 07
2	Lynn, - - -	3-62	15,000 00	4,148,989 40
3	Manchester, - -	3-20	1,600 00	499,507 50
4	Danvers, - - -	2-83	9,363 00	3,312,779 10
5	Gloucester, - -	2-79	6,600 00	2,369,251 95
6	Saugus, - - -	2-68	1,320 00	491,917 50
7	Haverhill, - -	2-46	5,521 17	2,243,497 00
8	Ipswich, - - -	2-35	2,500 00	1,062,792 50
9	Marblehead, - -	2-21	4,500 00	2,033,990 60
10	Essex, - - -	2-05	1,300 00	633,895 20
11	Bradford, - - -	2-04	752 50	368,278 00
12	West Newbury, -	1-99	1,150 00	578,671 10
13	Amesbury, - - -	1-96	2,000 00	1,020,425 00
14	Groveland, - - -	1-87	744 25	397,079 00
15	Newburyport, - -	1-84	9,894 00	5,390,069 55
16	Lynnfield, - - -	1-74	600 00	345,356 00
17	Wenham, - - -	1-69	600 00	354,409 00
18	Lawrence, - - -	1-66	10,000 00	6,003,716 20
19	Salisbury, - - -	1-66	1,700 00	1,023,861 83
20	Newbury, - - -	1-63	1,080 00	663,155 30
21	Beverly, - - -	1-62	3,500 00	2,156,012 85
22	Middleton, - - -	1-61	500 00	310,417 00
23	Methuen, - - -	1-61	1,700 00	1,059,148 45
24	Rowley, - - -	1-53	700 00	456,089 37
25	Topshfield, - - -	1-49	700 00	468,981 30
26	Georgetown, - -	1-46	1,045 00	715,213 00
27	Andover, - - -	1-44	4,500 00	3,131,122 75
28	Salem, - - -	1-43	19,601 17	13,654,738 70
29	Boxford, - - -	1-42	761 77	538,288 67
30	Hamilton, - - -	1-33	600 00	452,403 00
	Swampscot,† - -	-	-	-

\* Included in N. Chelsea.

† Included in Lynn.

## MIDDLESEX COUNTY.

	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income, of Surplus Revenue, and of similar funds.	Valuation of 1850.
1	STONEHAM, - -	\$ .003-53	\$1,700 00	\$481,862 00
2	Winchester, - -	3-08	2,000 00	649,346 00
3	Hopkinton, - -	2-90	2,575 00	887,091 50
4	S. Reading, - -	2-78	2,100 00	755,019 00
5	Somerville, - -	2-65	5,575 00	2,102,631 00
6	Charlestown, - -	2-63	22,660 00	8,624,630 00
7	Lowell, - -	2-55	43,000 00	16,866,919 10
8	Bedford, - -	2-54	892 63	350,999 00
9	Ashland, - -	2-46	1,000 00	407,121 00
10	Melrose, - -	2-38	1,200 00	505,098 00
11	Malden, - -	2-31	4,000 00	1,731,662 40
12	Littleton, - -	2-23	1,050 00	471,879 00
13	Cambridge, - -	2-21	23,486 36	10,608,787 70
14	Holliston, - -	2-19	1,800 00	821,596 00
15	Carlisle, - -	2-15	696 50	323,524 00
16	Brighton, - -	2-14	3,500 00	1,634,725 00
17	Concord, - -	2-14	2,700 00	1,262,803 20
18	Lexington, - -	2-14	2,500 00	1,170,428 00
19	Chelmsford, - -	2-09	2,000 00	958,369 00
20	Boxborough, - -	2-09	500 00	239,712 00
21	Acton, - -	2-03	1,100 00	541,225 00
22	Framingham, - -	1-99	3,810 00	1,910,613 00
23	Wayland, - -	1-98	948 36	479,084 00
24	Marlborough, - -	1-92	2,250 00	1,172,267 00
25	Dracut, - -	1-89	1,323 96	700,182 00
26	Reading, - -	1-87	2,000 00	1,071,042 00
27	Waltham, - -	1-80	5,000 00	2,778,446 50
28	Sherborn, - -	1-79	925 00	516,983 00
29	Medford, - -	1-76	4,243 44	2,409,333 00
30	Groton, - -	1-72	2,500 00	1,451,025 00
31	Billerica, - -	1-72	1,500 00	870,595 00
32	Natick, - -	1-64	1,500 00	916,210 00
33	Tyngsborough, - -	1-62	800 00	492,830 00
34	Tewksbury, - -	1-62	1,000 00	616,308 00
35	Stowe, - -	1-60	1,000 00	623,390 00
36	Newton, - -	1-58	5,000 00	3,157,340 00
37	Wilmington, - -	1-56	625 00	399,643 00
38	Weston, - -	1-55	1,100 00	708,876 00
39	Ashby, - -	1-55	900 00	580,860 00
40	Woburn, - -	1-53	3,000 00	1,962,577 00
41	Westford, - -	1-47	1,200 00	814,078 00
42	Shirley, - -	1-40	800 00	569,910 00
43	Watertown, - -	1-40	3,300 00	2,351,583 20
44	Townsend, - -	1-40	1,200 00	855,970 00
45	W. Cambridge, - -	1-39	2,316 64	1,671,644 10
46	Lincoln, - -	1-39	670 00	482,822 00
47	Pepperell, - -	1-35	1,000 00	740,823 80
48	Burlington, - -	1-25	358 93	287,868 00
49	Dunstable, - -	1-25	450 00	361,061 00
50	Sudbury, - -	0-85	780 00	915,867 00

## WORCESTER COUNTY.

	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar funds.	Valuation of 1850.
1	MILFORD, - - -	\$.003-93	\$4,500 00	\$1,144,721 00
2	Webster, - - -	2-49	2,000 00	801,934 00
3	Clinton, - - -	2-43	2,212 50	909,148 00
4	Bolton, - - -	2-32	1,219 48	525,254 00
5	Fitchburg, - - -	2-26	4,600 00	2,039,864 60
6	Lancaster, - - -	2-22	1,500 00	674,224 00
7	Ashburnham, - - -	2-20	1,500 00	681,420 00
8	Paxton, - - -	2-12	632 47	298,714 00
9	Dana, - - -	2-08	440 00	211,123 00
10	Westminster, - - -	2-05	1,500 00	732,784 00
11	Upton, - - -	2-00	1,200 00	601,348 00
12	Douglas, - - -	1-94	1,320 00	678,709 00
13	Northbridge, - - -	1-91	1,200 00	627,979 70
14	Brookfield, - - -	1-90	1,200 00	632,064 00
15	Athol, - - -	1-88	1,200 00	639,384 00
16	Hubbardston, - - -	1-86	1,200 00	643,503 00
17	North Brookfield, - - -	1-84	1,200 00	651,332 00
18	Berlin, - - -	1-81	500 00	276,330 00
19	Northborough, - - -	1-76	1,100 00	625,596 00
20	Warren, - - -	1-75	1,200 00	686,931 00
21	Leominster, - - -	1-73	2,150 00	1,244,051 10
22	Gardner, - - -	1-70	950 00	558,889 60
23	West Boylston, - - -	1-69	900 00	531,117 00
24	Oakham, - - -	1-69	700 00	413,351 00
25	Westborough, - - -	1-69	1,300 00	768,499 50
26	Harvard, - - -	1-67	1,236 00	741,352 00
27	Boylston, - - -	1-66	750 00	450,982 60
28	Winchendon, - - -	1-63	1,500 00	918,365 00
29	Millbury, - - -	1-62	1,600 00	985,030 00
30	Sterling, - - -	1-62	1,300 00	801,310 00
31	Royalston, - - -	1-60	1,200 00	751,008 00
32	Princeton, - - -	1-58	1,000 00	631,911 00
33	Lunenburg, - - -	1-57	1,000 00	636,547 00
34	Oxford, - - -	1-57	1,500 00	955,645 00
35	Phillipston, - - -	1-57	600 00	383,141 00
36	Hardwick, - - -	1-57	1,300 00	829,396 00
37	Rutland, - - -	1-56	800 00	513,447 00
38	Sutton, - - -	1-53	1,500 00	977,822 00
39	Holden, - - -	1-52	1,200 00	787,834 50
40	Grafton, - - -	1-52	2,060 00	1,356,063 00
41	Petersham, - - -	1-51	1,200 00	792,077 00
42	West Brookfield, - - -	1-51	800 00	528,764 00
43	Blackstone, - - -	1-51	2,580 00	1,705,166 00
44	Auburn, - - -	1-50	600 00	399,896 00
45	Southborough, - - -	1-50	900 00	598,407 60
46	Charlton, - - -	1-49	1,400 00	942,701 00
47	Templeton, - - -	1-48	1,300 00	877,725 00
48	Spencer, - - -	1-45	1,200 00	828,611 00
49	New Braintree, - - -	1-44	800 00	554,624 00
50	Sturbridge, - - -	1-42	1,200 00	846,330 00

## WORCESTER COUNTY—CONTINUED.

	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar funds.	Valuation of 1850.
51	Barre, - - -	\$ .001-40	\$2,000 00	\$1,430,964 00
52	Mendon, - - -	1-38	924 06	668,839 60
53	Dudley, - - -	1-38	900 00	651,391 00
54	Uxbridge, - - -	1-26	1,420 00	1,129,366 50
55	Worcester, - - -	1-17	13,000 00	11,085,506 70
56	Shrewsbury, - - -	1-14	900 00	788,836 00
57	Southbridge, - - -	1-06	1,200 00	1,131,673 00
58	Leicester, - - -	0-95	1,160 00	1,219,330 00

## HAMPSHIRE COUNTY.

1	GREENWICH, - - -	2-63	600 00	228,570 00
2	Ware, - - -	2-35	2,600 00	1,108,228 00
3	Cummington, - - -	2-27	850 00	375,196 00
4	South Hadley, - - -	2-26	1,500 00	663,482 00
5	Northampton, - - -	2-20	5,500 00	2,504,144 00
6	Granby, - - -	2-15	850 00	395,537 00
7	Westhampton, - - -	2-09	450 00	215,719 00
8	Norwich, - - -	2-07	500 00	241,678 00
9	Belchertown, - - -	1-93	1,600 00	830,356 00
10	Plainfield, - - -	1-92	550 00	286,006 00
11	Pelham, - - -	1-86	400 00	214,606 00
12	Southampton, - - -	1-74	654 73	377,282 00
13	Amherst, - - -	1-69	2,000 00	1,187,267 00
14	Worthington, - - -	1-68	746 98	443,273 00
15	Goshen, - - -	1-68	300 00	178,995 00
16	Hadley, - - -	1-66	1,500 00	904,424 00
17	Middlefield, - - -	1-63	490 00	299,904 00
18	Enfield, - - -	1-55	700 00	450,684 00
19	Easthampton, - - -	1-38	600 00	434,564 00
20	Prescott, - - -	1-38	350 00	253,561 00
21	Chesterfield, - - -	1-30	500 00	384,115 00
22	Hatfield, - - -	1-22	863 75	706,290 00
23	Williamsburg, - - -	1-16	750 00	647,359 00

## HAMPDEN COUNTY.

1	CHICOPEE, - - -	2-22	7,751 38	3,442,597 00
2	Montgomery, - - -	2-19	350 00	159,691 00
3	Palmer, - - -	2-17	2,619 50	1,208,435 67
4	Chester, - - -	1-89	800 00	423,265 00
5	Springfield, - - -	1-85	11,778 97	6,375,453 50
6	Wales, - - -	1-84	400 00	217,938 00
7	Russell, - - -	1-79	300 00	167,528 00
8	Brimfield, - - -	1-78	1,200 00	672,008 00

## HAMPDEN COUNTY—CONTINUED.

	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income, of Surplus Revenue, and of similar funds.	Valuation of 1850.
9	Blandford, - - -	\$.001-73	\$894 16	\$516,896 00
10	Longmeadow, - - -	1-65	1,400 00	845,966 00
11	Monson, - - - -	1-64	1,500 00	916,185 60
12	Tolland, - - - -	1-59	321 99	202,555 00
13	Granville, - - - -	1-56	600 00	384,110 00
14	Ludlow, - - - -	1-52	700 00	459,837 00
15	Holland, - - - -	1-50	200 00	141,897 00
16	Wilbraham, - - -	1-38	1,270 76	923,287 50
17	Westfield, - - -	1-38	2,150 00	1,563,758 50
18	Holyoke, - - - -	1-08	1,953 97	1,812,854 00
19	West Springfield, -	0-90	1,500 00	1,661,640 00
20	Southwick, - - -	0-71	373 00	525,318 00

## FRANKLIN COUNTY.

1	MONROE, - - -	2-96	179 00	60,538 00
2	Montague, - - -	2-65	1,186 00	447,222 00
3	New Salem, - - -	2-43	1,000 00	410,657 00
4	Shutesbury, - - -	2-42	600 00	248,125 00
5	Sunderland, - - -	2-33	737 62	316,442 00
6	Rowe, - - - -	2-32	500 00	215,432 00
7	Heath, - - - -	2-28	600 00	263,640 00
8	Buckland, - - - -	2-22	506 25	227,773 00
9	Greenfield, - - -	2-05	2,200 00	1,072,889 00
10	Leyden, - - - -	2-01	400 00	199,268 00
11	Erving, - - - -	1-98	306 00	154,821 00
12	Hawley, - - - -	1-83	500 00	273,212 00
13	Gill, - - - -	1-70	500 00	293,207 00
14	Shelburne, - - -	1-70	800 00	470,874 00
15	Charlemont, - - -	1-66	600 00	361,311 00
16	Warwick, - - - -	1-57	715 71	454,605 00
17	Coleraine, - - -	1-56	1,000 00	642,893 00
18	Leverett, - - - -	1-54	410 00	266,704 00
19	Ashfield, - - - -	1-52	800 00	525,901 00
20	Whately, - - - -	1-48	650 00	438,772 00
21	Northfield, - - -	1-47	800 00	470,874 00
22	Orange, - - - -	1-46	1,000 00	686,974 00
23	Conway, - - - -	1-44	980 75	679,492 00
24	Bernardston, - - -	1-33	500 00	375,366 00
25	Deerfield, - - -	1-28	1,293 00	1,009,306 00
26	Wendell, - - - -	1-16	450 00	389,204 00

## BERKSHIRE COUNTY.

1	SANDISFIELD, - -	2-48	1,151 75	463,328 00
2	Lee, - - - -	2-43	2,347 36	966,320 00
3	Florida, - - - -	2-41	350 00	145,049 00

## BERKSHIRE COUNTY—CONTINUED.

	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar funds.	Valuation of 1850.
4	Otis, - - -	\$.002-19	\$700 00	\$319,400 00
5	Becket, - - -	2-17	680 00	313,915 00
6	Savoy, - - -	2-13	365 75	171,936 00
7	Clarksburg, - - -	2-11	200 00	94,835 00
8	New Marlborough, - - -	2-07	1,025 25	495,871 00
9	Monterey, - - -	2-05	467 41	227,960 00
10	Washington, - - -	1-69	400 00	236,195 00
11	Windsor, - - -	1-67	500 00	298,619 00
12	Pittsfield, - - -	1-63	4,334 90	2,660,744 60
13	Mount Washington, - - -	1-61	150 00	93,402 00
14	West Stockbridge, - - -	1-58	853 24	541,180 00
15	Peru, - - -	1-52	300 00	197,142 00
16	Lanesborough, - - -	1-50	754 20	501,445 00
17	Sheffield, - - -	1-47	1,630 73	1,108,145 00
18	Tyringham, - - -	1-41	336 00	239,086 00
19	Hinsdale, - - -	1-39	561 02	403,324 00
20	Egremont, - - -	1-38	625 00	453,165 00
21	Stockbridge, - - -	1-36	1,000 00	733,871 40
22	Dalton, - - -	1-33	600 00	451,247 00
23	Adams, - - -	1-25	2,150 00	1,724,484 00
24	Great Barrington, - - -	1-21	1,557 20	1,288,176 00
25	Cheshire, - - -	1-16	600 00	516,586 50
26	Lenox, - - -	1-14	600 00	524,500 90
27	Hancock, - - -	1-14	404 00	355,151 00
28	Alford, - - -	1-14	250 00	219,734 60
29	Williamstown, - - -	1-13	1,100 00	973,309 00
30	Richmond, - - -	0-82	300 00	367,058 00
31	New Ashford, - - -	0-75	75 00	99,966 00

## NORFOLK COUNTY.

1	MEDWAY, - - -	3-00	2,600 00	867,176 00
2	Cohasset, - - -	2-41	1,800 00	746,872 68
3	Quincy, - - -	2-40	5,000 00	2,085,625 38
4	Wrentham, - - -	2-27	2,541 86	1,121,721 00
5	Dedham, - - -	2-10	6,260 00	2,999,518 87
6	Weymouth, - - -	2-04	3,500 00	1,714,014 75
7	Dover, - - -	2-03	600 00	295,704 00
8	Braintree, - - -	2-01	2,200 00	1,054,783 30
9	Foxborough, - - -	2-01	1,300 00	648,072 75
10	Roxbury,* - - -	1-99	27,091 13	13,613,731 50
11	Walpole, - - -	1-97	1,600 00	812,984 50
12	Franklin, - - -	1-85	1,200 00	648,436 00
13	Stoughton, - - -	1-83	2,000 00	1,093,296 00
14	Bellingham, - - -	1-82	940 63	517,797 87
15	Needham, - - -	1-76	1,410 00	799,789 75
16	Dorchester, - - -	1-62	11,000 00	6,785,916 46

\* Including West Roxbury.



## NORFOLK COUNTY—CONTINUED.

	TOWNS.	Ratio of Valuation to the appropriation for Public Schools expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar funds.	Valuation of 1850.
17	Sharon, - - -	\$ .001-60	\$878 81	\$548,452 25
18	Randolph, - - -	1-50	2,500 00	1,663,428 25
19	Milton, - - -	1-44	2,500 00	1,773,127 00
20	Canton, - - -	1-30	1,800 00	1,387,372 75
21	Medfield, - - -	1-09	500 00	459,846 00
22	Brookline, - - -	0-76	4,100 00	5,436,854 50
	W. Roxbury,* - - -	-	-	-

## BRISTOL COUNTY.

1	ATTLEBOROUGH, -	4-00	4,157 95	1,038,000 00
2	Pawtucket, - - -	3-00	2,750 00	916,587 00
3	Taunton, - - -	2-65	9,800 00	3,701,472 00
4	Mansfield, - - -	2-41	912 50	378,902 00
5	Dighton, - - -	2-35	1,214 47	517,487 00
6	Easton, - - -	2-12	1,500 00	707,887 00
7	Seekonk, - - -	2-07	1,442 00	695,324 00
8	Berkley, - - -	1-91	500 00	261,405 00
9	Fairhaven, - - -	1-82	5,900 00	3,248,990 00
10	Fall River, - - -	1-81	11,000 00	6,091,250 00
11	Freetown, - - -	1-77	1,000 00	565,096 00
12	Raynham, - - -	1-75	900 00	514,908 00
13	Norton, - - -	1-68	1,200 00	714,021 00
14	Westport, - - -	1-57	2,284 18	1,451,080 00
15	Rehoboth, - - -	1-51	1,039 35	689,206 00
16	New Bedford, - - -	1-30	18,655 22	14,489,266 00
17	Somerset, - - -	1-29	600 00	463,495 00
18	Swansey, - - -	1-10	600 00	544,232 00
19	Dartmouth, - - -	1-10	2,500 00	2,279,942 00

## PLYMOUTH COUNTY.

1	SCITUATE, - - -	2-95	1,965 00	664,955 00
2	Plymouth, - - -	2-83	7,000 00	2,473,123 00
3	Pembroke, - - -	2-61	1,152 00	440,917 00
4	Middleborough, - - -	2-49	4,000 00	1,603,928 00
5	N. Bridgewater, - - -	2-49	2,600 00	1,043,150 00
6	Hanson, - - -	2-39	900 00	376,786 00
7	Hanover, - - -	2-36	1,300 00	550,089 00
8	S. Scituate, - - -	2-28	1,700 00	747,414 00
9	Duxbury, - - -	2-23	2,396 00	1,076,363 00
10	Wareham, - - -	2-22	2,000 00	901,603 00
11	Hingham, - - -	2-19	3,447 00	1,570,886 00
12	Abington, - - -	2-19	3,217 33	1,466,878 00

\* Included in Roxbury.

## PLYMOUTH COUNTY—CONTINUED.

	TOWNS.	Ratio of Valuation to the appropriation for Public Schools, expressed in decimals.	Appropriations, including the sum raised by taxes, income of Surplus Revenue, and of similar funds.	Valuation of 1850.
13	Rochester, - -	\$ .002-12	\$2,500 00	\$1,181,629 00
14	Marshfield, - -	2-10	1,350 00	643,191 00
15	Hull, - - - -	1-94	228 00	117,823 00
16	W. Bridgewater, -	1-93	1,000 00	516,955 00
17	Kingston, - - -	1-87	1,600 00	853,645 00
18	E. Bridgewater, -	1-84	1,500 00	814,600 00
19	Halifax, - - -	1-82	467 00	255,884 00
20	Plympton, - - -	1-82	600 00	330,503 00
21	Carver, - - - -	1-72	600 00	347,995 00
22	Bridgewater, - -	1-64	2,000 00	1,222,351 00
	Marion,* - - -	-	-	-

## BARNSTABLE COUNTY.

1	WELLFLEET, - -	4-44	1,305 12	294,228 00
2	Orleans, - - -	3-38	1,100 00	325,576 30
3	Brewster, - - -	2-99	1,000 00	334,827 45
4	Eastham, - - -	2-96	550 00	185,714 50
5	Chatham, - - -	2-89	1,400 00	484,718 25
6	Harwich, - - -	2-86	1,500 00	524,699 75
7	Barnstable, - -	2-63	4,000 00	1,522,871 00
8	Sandwich, - - -	2-60	3,419 60	1,314,391 15
9	Provincetown, -	2-47	2,575 00	1,043,135 00
10	Truro, - - - -	2-45	900 00	367,199 50
11	Yarmouth, - - -	2-14	1,600 00	746,587 95
12	Falmouth, - - -	1-91	1,820 00	954,466 75
13	Dennis, - - - -	1-63	1,300 00	798,934 14

## DUKES COUNTY.

1	EDGARTOWN, - -	2-24	1,500 00	670,834 00
2	Tisbury, - - -	2-18	1,214 00	555,806 00
3	Chilmark, - - -	0-85	400 00	471,365 00

## NANTUCKET COUNTY.

1	NANTUCKET, - -	2-05	9,425 57	4,595,362 00
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\* Included in Rochester.

## A GRADUATED TABLE.—SECOND SERIES.

*in which the different Counties in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1851-2.*

	COUNTIES.	Ratio of valuation to appropriations for the Public Schools, expres- sed in decimals.	Am't of money raised by taxes for the support of Public Schools.	Income of Surplus Revenue, and of similar funds, ap- propriated for Pub- lic Schools.	TOTAL.	Valuation of 1850.	Amount contri- buted for board and fuel.
1	Barnstable, -	\$0.00	2.53	\$20,665 00	\$1,804 72	\$22,469 72	\$5,810 67
2	Plymouth, -	2.26	42,794 00	728 33	43,522 33	19,200,668 00	1,744 09
3	Middlesex, -	2.13	176,947 94	538 88	177,486 82	83,264,719 50	1,331 84
4	Nantucket, -	2.05	9,425 57	-	9,425 57	4,595,362 00	-
5	Essex, -	1.99	111,120 92	1,202 94	112,322 86	56,556,466 89	134 00
6	Dukes, -	1.83	3,100 00	14 00	3,114 00	1,698,005 00	20 00
7	Hampshire, -	1.81	24,200 00	655 46	24,855 46	13,331,240 00	3,496 42
8	Norfolk, -	1.77	82,701 13	321 30	83,322 43	47,034,521 56	508 00
9	Franklin, -	1.74	19,136 71	341 46	19,478 17	11,211,309 00	5,627 93
10	Bristol, -	1.73	67,144 17	811 50	67,955 67	39,243,560 00	3,555 58
11	Hampden, -	1.66	35,233 46	2,211 89	37,445 35	22,621,220 77	5,948 15
12	Worcester, -	1.61	88,327 39	1,127 12	89,454 51	55,497,794 00	1,284 75
13	Berkshire, -	1.53	25,110 03	1,258 78	26,368 81	17,197,607 00	10,257 44
14	Suffolk, -	0.94	204,300 72	-	204,300 72	217,587,172 00	-
AGGREGATE FOR THE STATE.							
14 Counties,	- - - - -	1.54	910,216 04	11,316 38	921,532 42	597,936,995 46	39,778 87

*Arrangement of the Counties, according to their appropriations,  
including Voluntary Contributions.*

If the Counties are numerically arranged, according to their appropriations for Schools, Voluntary Contributions for board and fuel being added to the amount raised by Tax, and the Income of the Surplus Revenue, as severally given in the previous Table, the order of precedence will be as follows:—

1. Barnstable,	-	-	-	-	-	\$0.00.3-18
2. Plymouth,	-	-	-	-	-	.2-36
3. Franklin,	-	-	-	-	-	.2-24
4. Middlesex,	-	-	-	-	-	.2-15
5. Nantucket,	-	-	-	-	-	.2-05
6. Berkshire,	-	-	-	-	-	.2-129
7. Hampshire,	-	-	-	-	-	.2-127
8. Essex, -	-	-	-	-	-	.1-99
9. Hampden,	-	-	-	-	-	.1-92
10. Dukes, -	-	-	-	-	-	.1-85
11. Bristol, -	-	-	-	-	-	.1-82
12. Norfolk,	-	-	-	-	-	1-78
13. Worcester,	-	-	-	-	-	.1-64
14. Suffolk, -	-	-	-	-	-	.0-94

## GRADUATED TABLES—THIRD SERIES.

The following Table exhibits the ratio of the mean average attendance in each town to the whole number of children between 5 and 15, according to the Returns. The mean average is found by adding the average attendance in Summer to the average attendance in Winter, and dividing the amount by 2. In some cases, the true mean average is not obtained by this process for reasons peculiar to the schools of some towns. In such cases school committees were requested to indicate in their returns the true mean average, that their result may be inserted in the table.

The ratio is expressed in decimals continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases where, without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is more than 100 per cent. This result, supposing the registers to have been properly kept, and the returns correctly made is to be thus explained;—the mean average attendance upon all the Public Schools, being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15, may more than compensate for the absence of children between those ages.

There is ground to apprehend that the average attendance of scholars is often returned without due regard to accuracy. It is more difficult to secure entire correctness upon this point than upon any other of equal importance. Different teachers adopt different modes of computing this average. It is computed and returned with different degrees of care, by different teachers and committees; and different practices affecting the result prevail in districts and towns. Yet the returns for the past year are probably as accurate and complete in this particular, as can reasonably be expected in any case where the correctness of the item returned depends on the accuracy and fidelity of so many different agents, and in respect to which there is so much liability to errors, arising from neglect and mistake. It is not claimed that the towns, in all cases, are entitled to the exact precedence given them in the Table. They may not be thus entitled by the actual attendance while they are so according to the returns.

## GRADUATED TABLES.—THIRD SERIES.

*Table, in which all the towns in the State are numerically arranged, according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1851-2.*

TOWNS.				TOWNS.					
	No. of children between 5 and 15 years of age in each town.	Mean Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		
1	PELHAM,	172	187	1.08-72	37	Oakham,	233	206	.88-41
2	Bedford,	167	173	1.03-59	38	Enfield,	180	159	.88-33
3	Boxborough,	72	74	1.02-78	39	Townsend,	427	375	.87-82
4	Chester,	304	312	1.02-63	40	Holland,	80	70	.87-50
5	New Braintree,	181	185	1.02-21	41	Littleton,	172	150	.87-21
6	Middlefield,	141	143	1.01-42	42	Milford,	889	774	.87-06
7	Greenwich,	138	139	1.00-70	43	Buckland,	236	204	.86-44
8	Worcester,	2083	2087	1.00-19	44	Billerica,	353	305	.86-40
9	Sunderland,	170	168	.98-82	45	Heath,	205	177	.86-34
10	Royalston,	327	320	.97-86	46	Shrewsbury,	295	254	.86-10
11	Wilmington,	117	114	.97-44	47	Dover,	115	99	.86-09
12	Hardwick,	290	278	.95-86	48	Wayland,	228	195	.85-55
13	Paxton,	161	154	.95-65	49	Charlemont,	242	207	.85-54
14	Dunstable,	97	92	.94-85	50	Sherborn,	212	181	.85-42
15	Phillipston,	178	167	.93-82	51	Douglas,	364	310	.85-16
16	Winchester,	216	202	.93-52	52	New Salem,	294	250	.85-03
17	Peru,	90	84	.93-33	53	Acton,	347	295	.85-01
18	Holliston,	489	452	.92-45	54	Chelsea,	1281	1086	.84-86
19	Foxborough,	379	350	.92-35	55	Reading,	546	460	.84-25
20	Waltham,	727	669	.92-02	56	Medway,	526	443	.84-22
21	Charlton,	370	340	.91-90	57	Barnstable,	1400	1179	.84-21
22	Ashburnham,	425	390	.91-77	58	Weymouth,	1012	850	.83-99
23	Brighton,	445	408	.91-68	59	South Reading,	419	350	.83-53
24	Montague,	338	309	.91-42	60	Dana,	198	165	.83-33
25	Plainfield,	162	148	.91-36	61	West Boylston,	310	258	.83-23
26	Malden,	594	541	.91-08	62	N. Brookfield,	499	415	.83-17
27	Medfield,	174	157	.90-23	63	Westborough,	445	370	.83-15
28	Sterling,	399	360	.90-22	64	Shelburne,	268	222	.82-84
29	Princeton,	296	267	.90-20	65	E. Bridgewater,	509	420	.82-51
30	Ashby,	265	239	.90-18	66	Leominster,	624	514	.82-37
31	Westminster,	422	380	.90-05	67	Gloucester,	1626	1338	.82-29
32	Athol,	420	377	.89-76	68	Sharon,	228	187	.82-02
33	Hubbardston,	430	383	.89-07	69	Lawrence,	1651	1352	.81-89
34	Orange,	360	320	.88-89	70	Carlisle,	119	97	.81-51
35	Southwick,	234	208	.88-88	71	Walpole,	377	307	.81-43
36	Concord,	375	332	.88-53	72	Upton,	410	333	.81-22

## GRADUATED TABLES.—THIRD SERIES—CONTINUED.

TOWNS.				TOWNS.			
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.			No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.
			Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
73	Dedham,	821	666	81-12	121	Bernardston,	239
74	W. Cambridge,	389	315	80-97	122	Lexington,	350
75	Warwick,	220	178	80-91	123	Deerfield,	431
76	Wrentham,	704	567	80-54	124	Wales,	149
77	Northborough,	317	247	80-45	125	S. Scituate,	359
78	Rowe,	154	123	79-87	126	Boxford,	222
79	Northfield,	359	286	79-67	127	Edgartown,	382
80	Lincoln,	117	93	79-49	128	Boylston,	212
81	Pittsfield,	950	755	79-47	129	Franklin,	386
82	Otis,	238	189	79-41	130	Hanson,	245
83	Leyden,	164	130	79-27	131	Longmeadow,	265
84	Hatfield,	225	178	79-11	132	Westhampton,	136
85	Eastham,	191	151	79-06	133	Dracut,	359
86	Scituate,	476	376	78-99	134	Chesterfield,	239
87	Gardner,	390	308	78-97	135	Sudbury,	358
88	Plymouth,	1349	1065	78-95	136	Haverhill,	1255
89	Berkley,	193	152	78-76	137	Weston,	227
90	Lunenburg,	287	226	78-74	138	North Chelsea,	164
91	Provincetown,	597	468	78-39	139	South Hadley,	409
92	Barre,	596	467	78-36	140	Watertown,	541
93	Lancaster,	318	249	78-30	141	Coleraine,	425
94	Medford,	686	537	78-28	142	Rockport,	725
95	Cumington,	289	226	78-20	143	Brookline,	331
96	Cohasset,	362	283	78-18	144	Dighton,	366
97	Lowell,	5432	4243	78-11	145	Alford,	106
98	Shirley,	232	181	78-02	146	Quincy,	1104
99	Bellingham,	300	234	78	147	Natick,	577
100	Orleans,	448	349	77-90	148	Somerville,	700
101	Kingston,	284	221	77-82	149	Rehoboth,	456
102	Brookfield,	333	259	77-78	150	Lynn,	3035
103	Chelmsford,	472	367	77-75	151	Tisbury,	394
104	Russell,	103	80	77-67	152	Southborough,	278
105	Georgetown,	437	339	77-57	153	Rowley,	206
106	Templeton,	471	365	77-49	154	Ashfield,	342
107	Holden,	460	355	77-17	155	Wenham,	224
108	Framingham,	804	619	76-99	156	Leverett,	205
109	Ashland,	299	230	76-92	157	Amherst,	655
110	Sandisfield,	341	262	76-83	158	Montgomery,	80
111	Charlestown,	3200	2458	76-81	159	Braintree,	636
112	Chicopee,	1450	1113	76-76	160	Winchendon,	467
113	Gill,	172	132	76-74	161	Fitchburg,	1053
114	Hadley,	424	325	76-65	162	Pembroke,	289
115	Norton,	394	302	76-65	163	Stoughton,	707
116	Goshen,	98	75	76-53	164	Easton,	607
117	Tolland,	153	117	76-47	165	Marshfield,	395
118	Springfield,	2137	1632	76-37	166	Boston,	24722
119	Petersham,	376	287	76-33	167	Monson,	532
120	Stowe,	283	216	76-32	168	Ludlow,	253
							182.76-15
							266.76
							327.75-87
							113.75-84
							272.75-77
							168.75-68
							289.75-65
							160.75-47
							291.75-39
							184.75-10
							199.75-09
							102.75
							269.74-93
							179.74-90
							268.74-86
							939.74-82
							169.74-45
							122.74-39
							304.74-33
							402.74-31
							315.74-12
							537.74-07
							245.74-02
							256.73-77
							78.73-58
							812.73-55
							424.73-48
							513.73-29
							334.73-25
							2221.73-18
							288.73-10
							203.73-02
							150.72-82
							249.72-81
							162.72-77
							149.72-68
							476.72-67
							58.72-50
							461.72-48
							338.72-38
							762.72-36
							209.72-32
							511.72-28
							438.72-16
							285.72-15
							17331.72-13
							383.71-99
							182.71-94

## GRADUATED TABLES.—THIRD SERIES—CONTINUED.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
169	Belchertown,	595	428	.71-93	217	Yarmouth,	565	388	.68-67
170	Harvard,	334	240	.71-85	218	Northampton,	1108	760	.68-59
171	Mendon,	284	204	.71-83	219	Rutland,	339	232	.68-44
172	Westport,	610	438	.71-80	220	Plympton,	212	145	.68-40
173	Brimfield,	305	219	.71-80	221	Hanover,	357	244	.68-35
174	Tyringham,	156	112	.71-79	222	Tyngsborough,	183	125	.68-31
175	Canton,	545	391	.71-74	223	Harwich,	886	605	.68-28
176	Cambridge,	3340	2394	.71-68	224	Shutesbury,	249	170	.68-27
177	Ipswich,	716	513	.71-65	225	Sutton,	554	378	.68-23
178	Monterey,	201	144	.71-64	226	Methuen,	490	334	.68-16
179	Randolph,	918	657	.71-57	227	Groton,	571	388	.67-95
180	Fairhaven,	1076	770	.71-56	228	Tewksbury,	220	149	.67-73
181	New Bedford,	3316	2372	.71-53	229	Egremont,	220	149	.67-73
182	Marlborough,	653	467	.71-52	230	Millbury,	535	362	.67-66
183	Bridgewater,	532	380	.71-43	231	Leicester,	460	311	.67-61
184	Middleton,	189	135	.71-43	232	Newton,	1061	716	.67-48
185	Abington,	1005	717	.71-34	233	Amesbury,	541	364	.67-28
186	Roxbury,	3169	2258	.71-25	234	Salem,	4042	2718	.67-24
187	Spencer,	576	410	.71-18	235	Taunton,	2366	1588	.67-12
188	Auburn,	201	143	.71-14	236	Clarksburg,	100	67	.67
189	Prescott,	165	117	.70-91	237	Wellfleet,	553	369	.66-73
190	Chatham,	515	365	.70-87	238	Dorchester,	1645	1093	.66-44
191	Woburn,	772	547	.70-86	239	Falmouth,	620	410	.66-13
192	N. Bridgewater,	905	641	.70-83	240	Florida,	165	109	.66-06
193	Wendell,	192	136	.70-83	241	W. Bridgewater,	309	204	.66-02
194	Dudley,	307	217	.70-68	242	Dalton,	261	172	.65-90
195	Blandford,	327	231	.70-64	243	Saugus,	369	243	.65-85
196	Needham,	377	266	.70-56	244	Lee,	715	470	.65-73
197	Pepperell,	406	286	.70-44	245	Beverly,	1181	775	.65-62
198	Sturbridge,	500	352	.70-40	246	W. Roxbury,	691	453	.65-56
199	Hawley,	229	161	.70-31	247	Grafton,	858	562	.65-50
200	Hamilton,	165	116	.70-30	248	Wilbraham,	465	303	.65-16
201	Greenfield,	550	386	.70-18	249	Milton,	463	301	.65-01
202	Bolton,	301	211	.70-10	250	Westfield,	900	585	.65
203	Hopkinton,	554	388	.70-04	251	Stoneham,	375	242	.64-53
204	Carver,	290	203	.70	252	W. Springfield,	664	428	.64-46
205	Manchester,	395	276	.69-87	253	W. Brookfield,	286	184	.64-34
206	Hull,	53	37	.69-81	254	Becket,	288	184	.63-89
207	Halifax,	152	106	.69-74	255	Southampton,	235	150	.63-83
208	Lynnfield,	208	145	.69-71	256	Conway,	418	266	.63-64
209	Mansfield,	365	254	.69-59	257	Erving,	121	77	.63-64
210	Attleborough,	864	600	.69-44	258	Southbridge,	621	395	.63-61
211	Warren,	366	254	.69-40	259	Rochester,	877	557	.63-51
212	Westford,	343	238	.69-39	260	Wareham,	750	475	.63-33
213	Monroe,	62	43	.69-35	261	Melrose,	318	201	.63-21
214	Raynham,	317	218	.68-77	262	Norwich,	192	121	.63-02
215	Middleborough,	1109	762	.68-71	263	Berlin,	189	119	.62-95
216	Williamsburg,	313	215	.68-69	264	Duxbury,	590	371	.62-88



## GRADUATED TABLES.—THIRD SERIES—CONTINUED.

TOWNS.					TOWNS.				
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
265	Whately,	237	149	.62-87	294	Hancock,	165	96	.58-18
266	Oxford,	535	336	.62-80	295	Sheffield,	677	391	.57-75
267	Seekonk,	522	327	.62-64	296	Hinsdale,	304	175	.57-57
268	Nantucket,	1726	1081	.62-63	297	Lenox,	317	181	.57-10
269	Easthampton,	230	144	.62-61	298	New Marlboro',	404	230	.56-93
270	Fall River,	2477	1549	.62-54	299	Sandwich,	1131	638	.56-41
271	Windsor,	207	129	.62-32	300	Andover,	1596	900	.56-39
272	Topsfield,	254	158	.62-20	301	Dartmouth,	945	532	.56-30
273	Chilmark,	156	97	.62-18	302	W. Newbury,	407	229	.56-27
274	Uxbridge,	555	344	.61-98	303	Danvers,	1953	1085	.55-56
275	Cheshire,	290	179	.61-72	304	Hingham,	803	446	.55-54
276	Savoy,	209	129	.61-72	305	Adams,	1340	736	.54-93
277	Webster,	469	289	.61-62	306	Blackstone,	871	476	.54-65
278	Ware,	785	482	.61-40	307	Somerset,	245	132	.53-88
279	Dennis,	829	508	.61-28	308	Clinton,	495	265	.53-53
280	Pawtucket,	903	553	.61-24	309	Freetown,	392	209	.53-32
281	New Ashford,	36	22	.61-11	310	Essex,	315	166	.52-70
282	Truro,	490	297	.60-61	311	Washington,	226	118	.52-21
283	Granby,	242	145	.59-92	312	Brewster,	377	195	.51-72
284	Palmer,	826	491	.59-44	313	Richmond,	160	82	.51-25
285	Marblehead,	1583	935	.59-07	314	Stockbridge,	510	261	.51-18
286	Swansey,	265	156	.58-87	315	Groveland,	323	165	.51-08
287	Newbury,	237	139	.58-65	316	Granville,	310	156	.50-32
288	Newburyport,	2586	1511	.58-40	317	Williamstown,	704	349	.49-57
289	Burlington,	96	56	.58-33	318	Gt. Barrington,	870	431	.49-54
290	Worthington,	295	172	.58-31	319	Lanesborough,	291	123	.42-27
291	Holyoke,	525	306	.58-29	320	Salisbury,	685	285	.41-61
292	W. Stockbridge,	326	190	.58-28	321	Mt. Washington	98	39	.39-80
293	Northbridge,	476	277	.58-19	322	Bradford,	382	152	.39-79

GRADUATED TABLES.—THIRD SERIES.

*Table, in which all the Towns, in the respective Counties in the State, are numerically arranged, according to the mean average attendance of their children upon the Public Schools, for the year 1851-2.*

[For an explanation of the principle on which these Tables are constructed, see *ante*, p. lxxxiii.]

SUFFOLK COUNTY.

TOWNS.					TOWNS				
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	CHELSEA,	1281	1086	.84-86	3	Boston,	24722	17831	.72-13
2	N. Chelsea,	164	122	.74-39					

ESSEX COUNTY.

1	GLOUCESTER,	1626	1338	.82-29	16	Amesbury,	541	364	.67-28
2	Lawrence,	1651	1352	.81-89	17	Salem,	4042	2718	.67-24
3	Georgetown,	437	339	.77-57	18	Saugus,	369	243	.65-85
4	Boxford,	222	168	.75-68	19	Beverly,	1181	775	.65-62
5	Haverhill,	1255	939	.74-82	20	Topsfield,	254	158	.62-20
6	Rockport,	725	537	.74-07	21	Marblehead,	1583	935	.59-07
7	Lynn,	3035	2221	.73-18	22	Newbury,	237	139	.58-65
8	Rowley,	206	150	.72-82	23	Newburyport,	2586	1511	.58-40
9	Wenham,	224	162	.72-77	24	Andover,	1596	900	.56-39
10	Ipswich,	716	513	.71-65	25	W. Newbury,	407	229	.56-27
11	Middleton,	189	135	.71-43	26	Danvers,	1953	1085	.55-56
12	Hamilton,	165	116	.70-30	27	Essex,	315	166	.52-70
13	Manchester,	395	276	.69-87	28	Groveland,	323	165	.51-08
14	Lynnfield,	208	145	.69-71	29	Salisbury,	685	285	.41-61
15	Methuen,	490	334	.68-16	30	Bradford,	382	152	.39-79

MIDDLESEX COUNTY.

1	BEDFORD,	167	173	1.03-59	8	Brighton,	445	408	.91-68
2	Boxborough,	72	74	1.02-78	9	Malden,	594	541	.91-08
3	Wilmington,	117	114	.97-44	10	Ashby,	265	239	.90-18
4	Dunstable,	97	92	.94-85	11	Concord,	375	332	.88-53
5	Winchester,	216	202	.93-52	12	Townsend,	427	375	.87-82
6	Holliston,	489	452	.92-43	13	Littleton,	172	150	.87-21
7	Waltham,	727	669	.92-02	14	Billerica,	353	305	.86-40

## MIDDLESEX COUNTY—CONTINUED.

TOWNS.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
15	Wayland,	228	195	.85-55	33	Sudbury,	358	268	.74-86
16	Sherborn,	212	181	.85-42	34	Weston,	227	169	.74-45
17	Acton,	347	295	.85-01	35	Watertown,	541	402	.74-31
18	Reading,	546	460	.84-25	36	Natick,	577	424	.73-48
19	S. Reading,	419	350	.83-53	37	Somerville,	700	513	.73-29
20	Carlisle,	119	97	.81-51	38	Cambridge,	3340	2394	.71-68
21	W. Cambridge,	389	315	.80-97	39	Marlborough,	653	467	.71-52
22	Lincoln,	117	93	.79-49	40	Woburn,	772	547	.70-86
23	Medford,	686	537	.78-28	41	Pepperell,	406	286	.70-44
24	Lowell,	5432	4243	.78-11	42	Hopkinton,	554	388	.70-04
25	Shirley,	232	181	.78-02	43	Westford,	343	238	.69-39
26	Chelmsford,	472	367	.77-75	44	Tyngsborough,	183	125	.68-31
27	Framingham,	804	619	.76-99	45	Groton,	571	388	.67-95
28	Ashland,	299	230	.76-92	46	Tewksbury,	220	149	.67-73
29	Charlestown,	3200	2458	.76-81	47	Newton,	1061	716	.67-48
30	Stowe,	283	216	.76-32	48	Stoneham,	375	242	.64-53
31	Lexington,	350	266	.76	49	Melrose,	318	201	.63-21
32	Dracut,	359	269	.74-93	50	Burlington,	96	56	.58-33

## WORCESTER COUNTY.

1	N. BRAINTREE,	181	185	1.02-21	26	Lunenburg,	287	226	.78-74
2	Worcester,	2083	2087	1.00-19	27	Barre,	596	467	.78-36
3	Royalston,	327	320	.97-86	28	Lancaster,	318	249	.78-30
4	Hardwick,	290	278	.95-86	29	Brookfield,	333	259	.77-78
5	Paxton,	161	154	.95-65	30	Templeton,	471	365	.77-49
6	Phillipston,	178	167	.93-82	31	Holden,	460	355	.77-17
7	Charlton,	370	340	.91-90	32	Petersham,	376	287	.76-33
8	Ashburnham,	425	390	.91-77	33	Boylston,	212	160	.75-47
9	Sterling,	399	360	.90-22	34	Southborough,	278	203	.73-02
10	Princeton,	296	267	.90-20	35	Winchendon,	467	338	.72-38
11	Westminster,	422	380	.90-05	36	Fitchburg,	1053	762	.72-36
12	Athol,	420	377	.89-76	37	Hartvard,	334	240	.71-85
13	Hubbardston,	430	383	.89-07	38	Mendon,	284	204	.71-83
14	Oakham,	233	206	.88-41	39	Spencer,	576	410	.71-18
15	Milford,	889	774	.87-06	40	Auburn,	201	143	.71-14
16	Shrewsbury,	295	254	.86-10	41	Dudley,	307	217	.70-68
17	Douglas,	364	310	.85-16	42	Sturbridge,	500	352	.70-40
18	Dana,	198	165	.83-33	43	Bolton,	301	211	.70-10
19	W. Boylston,	310	258	.83-23	44	Warren,	366	254	.69-40
20	N. Brookfield,	499	415	.83-17	45	Rutland,	339	232	.68-44
21	Westborough,	445	370	.83-15	46	Sutton,	554	378	.68-23
22	Leominster,	624	514	.82-37	47	Millbury,	535	362	.67-66
23	Upton,	410	333	.81-22	48	Leicester,	460	311	.67-61
24	Northborough,	317	247	.80-45	49	Grafton,	858	562	.65-50
25	Gardner,	390	308	.78-97	50	W. Brookfield,	286	184	.64-34

WORCESTER COUNTY—CONTINUED.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
51	Southbridge,	621	395	.63-61	55	Webster,	469	289	.61-62
52	Berlin,	189	119	.62-95	56	Northbridge,	476	277	.58-19
53	Oxford,	535	336	.62-80	57	Blackstone,	871	476	.54-65
54	Uxbridge,	555	344	.61-98	58	Clinton,	495	265	.53-53

HAMPSHIRE COUNTY.

1	PELHAM,	172	187	1.08-72	13	Amherst,	655	476	.72-67
2	Middlefield,	141	143	1.01-42	14	Belchertown,	595	428	.71-93
3	Greenwich,	138	139	1.00-70	15	Prescott,	165	117	.70-91
4	Plainfield,	162	148	.91-36	16	Williamsburg,	313	215	.68-69
5	Enfield,	180	159	.88-33	17	Northampton,	1108	760	.68-59
6	Hatfield,	225	178	.79-11	18	Southampton,	235	150	.63-83
7	Cummington,	289	226	.78-20	19	Norwich,	192	121	.63-02
8	Hadley,	424	325	.76-65	20	East Hampton,	230	144	.62-61
9	Goshen,	98	75	.76-53	21	Ware,	785	482	.61-40
10	Westhampton,	136	102	.75	22	Granby,	242	145	.59-92
11	Chesterfield,	239	179	.74-90	23	Worthington,	295	172	.58-31
12	South Hadley,	409	304	.74-33					

HAMPDEN COUNTY.

1	CHESTER,	304	312	1.02-63	11	Monson,	532	383	.71-99
2	Southwick,	234	208	.88-88	12	Ludlow,	253	182	.71-94
3	Holland,	80	70	.87-50	13	Brimfield,	305	219	.71-80
4	Russell,	103	80	.77-67	14	Blandford,	327	231	.70-64
5	Chicopee,	1450	1113	.76-76	15	Wilbraham,	465	303	.65-16
6	Tolland,	153	117	.76-47	16	Westfield,	900	585	.65
7	Springfield,	2137	1632	.76-37	17	W. Springfield,	664	428	.64-46
8	Wales,	149	113	.75-84	18	Palmer,	826	491	.59-44
9	Longmeadow,	265	199	.75-09	19	Holyoke,	525	306	.58-29
10	Montgomery,	80	58	.72-50	20	Granville,	310	156	.50-32

FRANKLIN COUNTY.

1	SUNDERLAND,	170	168	.98-82	9	Warwick,	220	178	.80-91
2	Montague,	338	309	.91-42	10	Rowe,	154	123	.79-87
3	Orange,	360	320	.88-89	11	Northfield,	359	286	.79-67
4	Buckland,	236	204	.86-44	12	Leyden,	164	130	.79-27
5	Heath,	205	177	.86-34	13	Gill,	172	132	.76-74
6	Charlemont,	242	207	.85-54	14	Bernardston,	239	182	.76-15
7	New Salem,	294	250	.85-03	15	Deerfield,	431	327	.75-87
8	Shelburne,	268	222	.82-84	16	Coleraine,	425	315	.74-12

## FRANKLIN COUNTY—CONTINUED.

TOWNS.		No. of children between 5 and 15 years of age in each town.		Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.		No. of children between 5 and 15 years of age in each town.		Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
17	Ashfield,	342	249	.72-81		22	Monroe,	62	43	.69-35	
18	Leverett,	205	149	.72-68		23	Shutesbury,	249	170	.68-27	
19	Wendell,	192	136	.70-83		24	Conway,	418	266	.63-64	
20	Hawley,	229	161	.70-31		25	Erving,	121	77	.63-64	
21	Greenfield,	550	386	.70-18		26	Whately,	237	149	.62-87	

## BERKSHIRE COUNTY.

1	PERU,	90	84	.93-33		17	New Ashford,	36	22	.61-11	
2	Pittsfield,	950	755	.79-47		18	W. Stockbridge	326	190	.58-28	
3	Otis,	238	189	.79-41		19	Hancock,	165	96	.58-18	
4	Sandisfield,	341	262	.76-83		20	Sheffield,	677	391	.57-75	
5	Alford,	106	78	.73-58		21	Hinsdale,	304	175	.57-57	
6	Tyringham,	156	112	.71-79		22	Lenox,	317	181	.57-10	
7	Monterey,	201	144	.71-64		23	N. Marlboro',	404	230	.56-93	
8	Egremont,	220	149	.67-73		24	Adams,	1340	736	.54-93	
9	Clarksburg,	100	67	.67		25	Washington,	226	118	.52-21	
10	Florida,	165	109	.66-06		26	Richmond,	160	82	.51-25	
11	Dalton,	261	172	.65-90		27	Stockbridge,	510	261	.51-18	
12	Lee,	715	470	.65-73		28	Williamstown,	704	349	.49-57	
13	Becket,	288	184	.63-89		29	Gt. Barrington,	870	431	.49-54	
14	Windsor,	207	129	.62-32		30	Lanesborough,	291	123	.42-27	
15	Cheshire,	290	179	.61-72		31	Mt. Washington,	98	39	.39-80	
16	Savoy,	209	129	.61-72							

## NORFOLK COUNTY.

1	FOXBOROUGH,	379	350	.92-35		13	Brookline,	331	245	.74-02	
2	Medfield,	174	157	.90-23		14	Quincy,	1104	812	.73-55	
3	Dover,	115	99	.86-09		15	Braintree,	636	461	.72-48	
4	Medway,	526	443	.84-22		16	Stoughton,	707	511	.72-28	
5	Weymouth,	1012	850	.83-99		17	Canton,	545	391	.71-74	
6	Sharon,	228	187	.82-02		18	Randolph,	918	657	.71-57	
7	Walpole,	377	307	.81-43		19	Roxbury,	3169	2258	.71-25	
8	Dedham,	821	666	.81-12		20	Needham,	377	266	.70-56	
9	Wrentham,	704	567	.80-54		21	Dorchester,	1645	1093	.66-44	
10	Cohasset,	362	283	.78-18		22	W. Roxbury,	691	453	.65-56	
11	Bellingham,	300	234	.78		23	Milton,	463	301	.65-01	
12	Franklin,	386	291	.75-39							

## BRISTOL COUNTY.

1	BERKLEY,	193	152	.78-76		3	Dighton,	366	256	.73-77	
2	Norton,	394	302	.76-65		4	Rehoboth,	456	334	.73-25	

## BRISTOL COUNTY—CONTINUED.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
5	Easton,	607	438	.72-16	13	Seekonk,	522	327	.62-64
6	Westport,	610	438	.71-80	14	Fall River,	2477	1549	.62-54
7	Fairhaven,	1076	770	.71-56	15	Pawtucket,	903	553	.61-24
8	New Bedford,	3316	2372	.71-53	16	Swansey,	265	156	.58-87
9	Mansfield,	365	254	.69-59	17	Dartmouth,	945	532	.56-30
10	Attleborough,	864	600	.69-44	18	Somerset,	245	132	.53-88
11	Raynham,	317	218	.68-77	19	Freetown,	392	209	.53-32
12	Taunton,	2366	1588	.67-12					

## PLYMOUTH COUNTY.

1	E. BRIDGEWATER	509	420	.82-51	12	Carver,	290	203	.70
2	Scituate,	476	376	.78-99	13	Hull,	53	37	.69-81
3	Plymouth,	1349	1065	.78-95	14	Halifax,	152	106	.69-74
4	Kingston,	284	221	.77-82	15	Middleboro',	1109	762	.68-71
5	S. Scituate,	359	272	.75-77	16	Plympton,	212	145	.68-40
6	Hanson,	245	184	.75-10	17	Hanover,	357	244	.68-35
7	Pembroke,	289	209	.72-32	18	W. Bridgewater,	309	204	.66-02
8	Marshfield,	395	285	.72-15	19	Rochester,	877	557	.63-51
9	Bridgewater,	532	380	.71-43	20	Wareham,	750	475	.63-33
10	Abington,	1005	717	.71-34	21	Duxbury,	590	371	.62-88
11	N. Bridgewater,	905	641	.70-83	22	Hingham,	803	446	.55-54

## BARNSTABLE COUNTY.

1	BARNSTABLE,	1400	1179	.84-21	8	Wellfleet,	553	369	.66-73
2	Eastham,	191	151	.79-06	9	Falmouth,	620	410	.66-13
3	Provincetown,	597	468	.78-39	10	Dennis,	829	508	.61-28
4	Orleans,	448	349	.77-90	11	Truro,	490	297	.60-61
5	Chatham,	515	365	.70-87	12	Sandwich,	1131	638	.56-41
6	Yarmouth,	565	388	.68-67	13	Brewster,	377	195	.51-72
7	Harwich,	886	605	.68-28					

## DUKES COUNTY.

1	EDGARTOWN,	382	289	.75-65	3	Chilmark,	156	97	.62-18
2	Tisbury,	394	288	.73-10					

## NANTUCKET COUNTY.

1	NANTUCKET,	1726	1081	.62-63					
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## MEAN AVERAGE ATTENDANCE FOR THE STATE.

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Number of Children between 5 and 15 years of age, in the State, -	- 202,880
Mean average attendance upon school, - - - - -	- 144,477
Ratio of attendance to the whole number of Children between 5 and 15, expressed in decimals, - - - - -	.71+





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The first of these is the fact that the  
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 was 1,000, which is a very small number  
 compared with the number of cases in  
 1879, which was 10,000.

The second fact is that the number of  
 cases of smallpox in 1880 was 1,000,  
 which is a very small number compared  
 with the number of cases in 1879,  
 which was 10,000.

The third fact is that the number of  
 cases of smallpox in 1880 was 1,000,  
 which is a very small number compared  
 with the number of cases in 1879,  
 which was 10,000.

The fourth fact is that the number of  
 cases of smallpox in 1880 was 1,000,  
 which is a very small number compared  
 with the number of cases in 1879,  
 which was 10,000.















